香港教育大學
The Education University of Hong Kong

FACULTY RESEARCH AND DEVELOPMENT CENTRES

FACULTY OF EDUCATION AND HUMAN DEVELOPMENT

Centre for Child and Family Science

Vision

To become the centre of excellence advancing equity, inclusion, and wellbeing for all children and families in the Greater China and Asia Pacific Region.

Mission

- To advance excellence in child and family science through high-quality, innovative, and interdisciplinary research, with a strong focus on the Greater China and Asia Pacific region;
- To generate and translate evidence-based knowledge into impactful practices, policies, and solutions that achieve measurable improvements in child and family wellbeing and reduce disparities across populations;
- To strengthen professional capacity and provide research-informed support to families, schools, practitioners, and community organisations;
- To facilitate effective knowledge exchange and public engagement through the accessible dissemination of research and best practices; and
- To serve as a collaborative hub by fostering strategic partnerships across academia, community organisations, and government to address emerging child and family needs.

Our Work

The Centre for Child and Family Science (CCFS) has a responsibility and unwavering commitment to provide applicable research outputs, knowledge and services that advance child and family wellbeing and strengthen systems across the Greater China and Asia Pacific region. It draws on the interwoven expertise of academics within and beyond the University, and other

professionals in the community, to achieve synergies and stimulate innovation and deliver internationally recognised contributions to child and family science. Through these integrated domains, CCFS aims to serve as a leading regional hub of excellence, generating measurable impact on research, practice, and policy. Two key domains underpin the work of CCFS, each with distinct priorities and contributions that support the Centre's growth in excellence and diversity:

Research and Innovation

CCFS's research places emphasis on innovative, interdisciplinary, and high-impact initiatives that position CCFS as a leading contributor at regional and international levels, including:

- Producing and disseminating scientifically-derived knowledge that informs policy, improves practice, and contributes to measurable improvements in child and family outcomes and reductions in developmental and socio-economic disparities, particularly in Greater China and Asia Pacific contexts, with relevance to global scholarship, through the delivery of applied research;
- Designing quality and innovative research for securing funding from different sources;
- Establishing networks across borders and cultures for academic collaboration and exchange;
- Facilitating the publication of high-quality research outputs across platforms and formats; and
- Bridging or bringing scholars, practitioners and agencies from multiple disciplines together to address education, social and cultural issues for the healthy development of child and family functioning.

Professional Development and Support

CCFS also serves as an important "exchange hub" that not only uses research to inform practice but also uses practice to inspire research. Specifically, it provides research-informed, evidence-based professional development and support services to practitioners, agencies, and communities, helping children and their families thrive and achieve sustained improvements in wellbeing and developmental outcomes. Through these services, the Centre also collects quantitative and qualitative data to drive timely research with high practical value.

Typical knowledge transfer activities around child development and family dynamics include:

- **Consultancy and training services** for schools, government and non-government agencies, academics and practitioners to implement advanced practices, innovative initiatives, informed decisions and policies that lead to measurable improvements in service quality and child and family outcomes. Formats include partnership and commissioned projects, strategic consultancy and advisory, professional development programmes, etc.
- **Conferences, seminars, forums and workshops** to disseminate research-informed knowledge and promote regional thought leadership in child and family science to the public, academics and practitioners locally and internationally.
- **Community engagement activities** to raise public awareness and foster evidence-informed, inclusive, and equitable improvements in child and family wellbeing.
- **Organisational and school-based quality improvement schemes** to empower organisations and schools through evidence-based, context-sensitive strategies that enhance effectiveness, accountability, and outcomes in policy-making, design and implementation while ensuring resources are deployed to promote positive development for children and families.

Centre for Psychosocial Health

Vision and Mission

- Establish the evidence base for scalable interventions and education to enhance public mental health; and
- Conduct research and develop practice in school settings to the existing strength of CPH in health and community psychology.

Our Work

- Enhance community well-being;
- Elucidate social psychological processes for health promotion; and
- Promote positive health in schools.

Areas of Expertise

- Psychosocial Health
- Stress Adaptation and Resilience
- Positive Health in School and Community Settings

Psychological Assessment and Clinical Research Unit

The Unit operates as a service and a research unit. Apart from providing various specialised psychological services to the general public, the Unit also conducts research projects that are relevant to human cognitive, behavioural, and emotional functioning. Specialised services within the discipline of psychology are provided by registered clinical psychologists, educational psychologists, and/or counsellors.

Integrated Centre for Wellbeing (I-WELL Centre)

Vision

- To be a research and resource hub supporting collaborative initiatives towards the development of holistic wellbeing for people of all ages at local and regional communities and international levels.

Mission

- To educate the community about the importance of personal and family wellbeing;
- To coordinate applied research addressing the diverse needs of individuals, families and community wellness; to leverage these research findings to develop evidence-based training programs for individuals with special needs, their families, schools and communities;
- To provide professional training to individuals, groups and organisations; to enhance people's individual potential, quality of life and wellbeing; and
- Integrate research with education and training, rigorously expand evidence-based

practices, and deliver impactful outcomes in education and well-being.

Our Key Services

Research Support

- To support research centres and colleagues in the University to conduct inter-discipline research in the areas of counselling, neuroscience, mental and physical health of students, and special education needs; and
- To collaborate with schools, community units, educational and social welfare organisations to implement applied research projects which address the diverse needs of children, adolescents and development of the community.

Professional Consultancy

- To provide outreach programmes and consultancy services to different community units, educational and social welfare organisations; and
- To provide professional educational programmes, seminars and workshops to frontline professionals

Community Education

- To educate the community about the importance of personal and family wellbeing, and maximise the potential of children and adolescents; and
- To equip frontline professionals with knowledge and skills to meet changes and demands in community services.

Parent and Family Education

- To provide different types of parent education, resources and support, to families of children and adolescents with special educational needs; and
- To provide seminars and workshops enhancing good parenting practices.

Bioanalytical Laboratory for Educational Sciences (BLESS)

- To facilitate interdisciplinary research across academic departments in EdUHK and beyond by providing support on experiments with biological analyses and giving both objective and scientific evidence to support researchers' studies; and
- To provide consultancy in bioanalytical equipment test for doing various bioanalytical testing and research experiments with a view to analyse biomarkers that infer treatment efficacy or identifying abnormal cases in mental disorders and selected Special Educational Needs (SEN).

Integrated Clinical Training and Research Centre (ICTRC)

- The TKO Integrated Clinical Training and Research Centre (ICTRC) is an integrated hub for clinical service delivery under I WELL's operation. Consolidating five therapy programmes, Speech Therapy (ST), Occupational Therapy (OT), Educational Psychology (EP), Play Therapy, and Counselling. The ICTRC transforms service provision into a sustainable, interdisciplinary engine for community impact, research innovation, and revenue generation.
- To improve community wellbeing in TKO and beyond through accessible, integrated therapy services, strategic partnerships with schools, NGOs and Care Teams, and practice based training for frontline professionals.

FACULTY OF HUMANITIES

International Research Centre for Cultural Studies

The International Research Centre for Cultural Studies (IRCCS, 文化研究國際中心) replaced the Centre for Popular Culture in the Humanities (which was established in 2016) in August 2022, as a dynamic and forward-looking vibrant hub for interdisciplinary cultural studies research and development under the Faculty of Humanities (FHM) at The Education University of Hong Kong.

With current research initiatives spanning key primary areas including Critical Migration Studies, Comparative Cultures of Care, and Sustainable Humanities – alongside our community-driven "Once City One Book Hong Kong" Program, and with members across the Humanities and

Social Science faculties, IRCCS is dedicated to developing interdisciplinary Cultural Studies, with a strong commitment to innovation, public engagement, and global collaboration. Areas of research include qualitative cultural research (e.g. ethnography, inter-textual studies, diary/memory studies, etc.), visual and digital media studies, cultural and creative industry research, critical care studies, environmental cultural studies, advancing cultural theories such as postcolonial and new materialist theories, critical cultural pedagogy, cultural identity studies, and so on. Since the Centre is located in EdUHK, it will maintain a focus on the cultural studies of education.

Through the organization of international conferences, symposiums, webinars, research workshops and salons, as well as providing support for individual research projects, IRCCS has developed a wide local and international network and fostered vibrant intellectual communities, catalyzing dialogues in interdisciplinary fields encompassing care studies and critical migrant studies. With the recent launch of the IRCCS Working Paper Series, as well as the ‘EdU Care Portal’ – an open-access digital archive supporting care studies and sustainable humanities, IRCCS also serves as a "Cultural R&D" hub for the promotion of research activities in cultural studies at the University, playing an active role in mentoring early-career academics and postgraduate students.

The pedagogical support for cultural studies comes from FHM’s Department of Literature and Cultural Studies, which saw the offering of key undergraduate courses such as Gender and Popular Culture, Introduction to Film Studies and Postcolonial Literatures in English. These courses expose students to postcolonial theories, fandom studies, media and cultural theories, feminist theories, digital humanities and environmental humanities.

The Centre is administered by a Management Committee, which reports to the Faculty of Humanities and the Office of the Vice President (Research and Development). The Management Committee consists of faculty members of FHM and EdUHK. An Advisory Board will be formed, consisting of international experts in cultural studies. Besides, the IRCCS will establish close links with various cultural studies research centres around Hong Kong for collaboration and intellectual exchange.

Centre for Research on Chinese Language and Education

Established by the Faculty of Humanities of The Education University of Hong Kong, the Centre for Research on Chinese Language and Education (CRCLE) serves as an interdepartmental platform dedicated to advancing research on Chinese language and education. Rooted in the multicultural and multilingual Hong Kong society, CRCLE brings together scholars and research endeavors on Chinese linguistics and teaching and learning Chinese as the first and a second language. Its mission is to strengthen the theoretical foundations of Chinese language studies and to foster the interplay between language theory and educational practice. CRCLE seeks to address not only the diverse needs of Chinese language education with the region, but also to leverage digital humanities approaches to create a more inclusive and accessible global Chinese language learning community.

The CRCLE comprises two thematic groups:

(a) Chinese Language Studies: Research of this group covers a variety of fields concerning ancient and contemporary languages within China, focusing on language contact research using digital humanities approaches and exploring interdisciplinary topics with other subjects, such as bilingual education, history and anthropology.

(b) Chinese Language Education: Veteran teacher educators in this group initiate research on Chinese curriculum in Hong Kong, Chinese language development of non-Chinese speaking (NCS) students, and interplay of STEM education and Chinese language education. This group also aims to advance Chinese language education in countries participating in the Belt and Road Initiative (BRI).

Objectives

- To undertake innovative research on Chinese language and education, including L1 and L2 learning and teaching;
- To synergise research efforts and to create critical mass among colleagues within EdUHK and researchers in Greater China;
- To disseminate Chinese language and education research to regional academia through publications, seminars, conferences and workshops; and

- To establish international partnerships and maintain connections with local schools and stakeholders, promoting global Chinese language and education.

Centre for Research on Linguistics and Language Studies

The Centre for Research on Linguistics and Language Studies (CRLLS) aims to provide the research infrastructure and day-to-day support necessary for cutting-edge work in linguistics and language studies. This is achieved through the proactive development of resources and tools, and by forging partnerships to modernize and advance research and knowledge transfer.

CRLLS has focused on key areas including corpus linguistics, language technology, language learning and acquisition, and language in society. In May 2024, under new leadership, these themes were consolidated into two strategic foci:

(a) **Corpus Linguistics for Language Acquisition**: Applying corpus linguistic methods to investigate cognitive and functional aspects of language learning, language assessment, and their applications in teaching.

(b) **Language Resource Development for Positive Societal Impact**: Leveraging digital technology to address social, educational, and psychological issues relevant to Hong Kong.

Objectives

- Promoting data-driven learning (DDL) pedagogy to language teachers.
- Maintaining and enhancing tools that support Chinese learning for NCS students in Hong Kong and heritage speakers overseas.
- Continuing the development of resources for corpus linguistics and language acquisition.
- Documenting endangered languages and developing technology for their preservation.
- Analysing news and counselling data to address mental health issues.
- Promoting data-driven learning (DDL) pedagogy to language teachers.
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For more information on the people, projects and events, please visit the website: www.eduhk.hk/crlls.

Research Centre for Chinese Literature and Literary Culture

Background

The Research Centre for Chinese Literature and Literary Culture (RCCLLC) is established in response to the development of the EdUHK, the knowledge production trends over time, and the needs of our learning society.

To echo the strategic plan of transforming into a multi-disciplinary university of education focusing on education and complementary areas of study, "Chinese language and literature" is recognised as one of the potential subject areas to be developed at the University. The RCCLLC can combine the critical mass and resources in the Faculty of Humanities to launch all-rounded studies on Chinese literature and literary culture. The establishment of the RCCLLC is an effective development strategy for the University to foster its research capacity and make significant impact on the field of Chinese studies regionally and internationally.

The concept of "literary culture" is an extension of the more traditional idea of "literature". Apart from researches on literary works and their authors, literary thoughts and schools, genres and styles, and literary influences – the areas regarded as "literature proper", the study of literary culture also includes explorations of the generation and dissemination of literary texts and literary knowledge. In this regard, the publication and marketing of literary works, literature education, literary historiography, filmic and television adaptations of literature, graphic novels and lyrics of pop songs will be among the legitimate study areas. By the same token, Hong Kong literature and children's literature which have long been marginalised in the research of Chinese literature will be an indispensable part of literary culture.

Aims and Objectives of the RCCLLC

- In accordance with the new direction of transforming the EdUHK into a multi-disciplinary university, the RCCLLC aims at enhancing the quality of subject knowledge research so as to create a favourable environment for the development of discipline-based postgraduate research degree programmes;
- The RCCLLC promotes the culture of collaboration in research, by teaming experienced academics with juniors to work on projects and explore the possibilities of obtaining outside funds such as GRF;
- Through publishing research outcomes, participating in and organising international conferences, the RCCLLC aims to expand Centre members' research capacity while fostering the EdUHK's academic image; and
- Emphasising the linkage between the production of literary knowledge and literature education with an awareness of the Hong Kong context, the RCCLLC aims also at further consolidating the strength of the EdUHK in educational research and application.

Scope of Research

The RCCLLC takes Chinese literature and related cultural phenomena as research objects. Its scope can be briefly categorised into three areas:

- Literature as such: research topics include major authors and works, literature trends and schools, literary genres and styles, literary influences and others;
- Cultural artefact and phenomena generated from literature: research topics include anthologies of literary works, literary picture books, filmic and television adaptations of literature, lyrics of pop songs and others; and
- Transmission of literary knowledge and literature education: research topics include production and marketing of literary texts, reading culture, literature education and others.

For more information on the people, projects and events, please visit the website: www.eduhk.hk/rccllc.

FACULTY OF LIBERAL ARTS AND SOCIAL SCIENCES

Centre for Environment and Sustainable Development

The Centre for Environment and Sustainable Development (CESD) is built on the work of the Centre for Education in Environmental Sustainability (CEES), which was established as a faculty-level Research Centre in FLASS since January 2013, with new theme areas to emphasise active research in related areas of science for environmental health and education for environmental sustainability for academic and scientific research outputs, application and knowledge transfer. The aim of the Centre is to develop education for environmental sustainability and science for environmental health through the formation of research and knowledge transfer networks with academics, scholars and professionals to improve the understanding of environment-related matters, and to stimulate pro-active environmentally beneficial actions through research outputs and application.

Specific objectives for expansion, innovation, and impact:

- Develop multi-disciplinary research capacity with researchers from different fields;
- Reinforce the synergism between teaching and research; and
- Promote pro-environmental action, attitudes and awareness of environmental and sustainability issues

Theme Areas:

Theme 1 Education for Environmental Sustainability

- STEM Education for Sustainable Development (STEM)
- Education for Environmental Studies (EES)

Theme 2 Science for Environmental Health

- Environmental Health (EH)
- Consortium on Health, Environment, Education and Research (CHEER)
- Environmental Technological Innovation (ETI)
- Eco-garden and Organic Farming (EOF)

Resource Centre for Interdisciplinary Studies and Experiential Learning (RCISEL)

The Resource Centre for Interdisciplinary Studies and Experiential Learning (RCISEL) supports the curriculum development, learning and teaching, and knowledge transfer activities of the university. Our aim is to go beyond conventional experiential learning by developing new forms of understanding and imagination through meaningful engagement in experiential learning in interdisciplinary studies within various local, regional and even global contexts.

We also strive to explore the incorporation of diverse learning themes in the nexus between interdisciplinary studies and experiential learning. One future development pathway is aiming for more research outputs following the implementation of commissioned/ competitive projects and international conferences, thereby enhancing both research and social impacts.
