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June 2018

二零一八年六月

Nothing to Lose at the Starting Line

起跑線上 何來輸贏



Grooming and Inspiring Future Educators
培育俊彥 啟迪後進

Character-building Starts at Home
品格培育 始自家庭

Teaching to the Beat of the Drum
敲擊鼓動 學在其中



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教大教育學科位列

亞洲第二、全球第九

Education-plus 超越教育

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"PEER & I" stands for EdUHK's new Graduate Attributes, namely Professional Excellence, Ethical Responsibility and Innovation
"PEER & I" 代表教大新畢業生素質，分別為專業卓越、道德責任與創新

Grooming and Inspiring Future Educators

培育俊彥 啟迪後進

Technology advances have transformed our lives at unprecedented speed, changing the role of teachers and impacting all disciplines, industries and economies. Educators, in particular, have become facilitators of learning, who inspire students to proactively acquire new knowledge and become life-long learners with open-mindedness, global awareness and critical thinking.

"Society pins high hopes on our University, as we nurture future educators who will shape our next generation in this fast-changing world," Professor John Lee Chi-kin, EdUHK Vice President (Academic), told *Education-plus*.

"This set the scene for a holistic review of the University's Bachelor of Education (BEd) programmes in 2016. Our goal is to drive interdisciplinary development and provide more space and flexibility for student learning in response to the emerging needs of the community and changing education landscape."

科技日新月異，改變人類生活，速度之快前所未見，影響遍及每個學科、行業和經濟體，教師的角色亦隨之改變。如今，教育工作者尤其需要促進學生學習，啟發他們主動追求新知識、終身學習及接受新思維，並擁有國際視野和批判思考。

教大副校長（學術）李子建教授接受《超越教育》訪問時指出：「我們培育未來的教育工作者，以期在這個瞬息萬變的世界，塑造我們的下一代。因此，社會對教大寄予很高的期望。」

李教授續說：「在這背景下，本校於二零一六年就教育學士學位課程進行全面課程檢討，旨在促進跨學科發展，並為學生學習帶來更大的空間與彈性，以回應不斷演變的教育環境與社會新需求。」

Minor refinements were introduced to the BEd curriculum in the 2016/17 academic year, including the incorporation of Positive and Values Education Courses in its General Education programme. The 2019/20 academic year will see the full implementation of the new BEd curriculum, which covers the introduction of final-year Capstone Projects in parallel with the existing Honours Project, an extension of field experience, and the enhancement of Co-curricular and Service Learning (CSL) under the experiential learning domain, among other things.

While the new BEd curriculum aims at nurturing educators with professional excellence, it goes far beyond teaching hard facts, as young teachers and professionals must be able to integrate knowledge, skills, theory and practice, and strive for continuous improvement, both personally and professionally.

“We benchmarked our curriculum with that of other universities in the review process, in addition to our University-wide consultations and external reviews,” said Professor Lee. “Linking theory with practice, we are putting more emphasis on early preparation for our students’ changing role from students to teachers. With the extension of the Block Practice from six to eight weeks, they will have more time to adapt to the classroom and school environment and to be better prepared for their professional careers.”



A visit to All Black FC, a local football team established by refugees from Africa
到訪由非洲難民組成的 All Black FC 球隊

“ With the extension of the Block Practice from six to eight weeks, students will have more time to adapt to the classroom and school environment and to be better prepared for their professional careers.

我們把實習期從六星期延長至八星期，令學生有更多時間適應課堂與學校環境，為專業發展做好準備。

早於二零一六至一七年度，教育學士學位課程已作出一系列修訂，包括把正向教育與價值教育，納入通識教育課程。二零一九至二零年度，嶄新的教育學士學位課程將會全面實施，包括引入等同畢業論文的總整專案(Capstone Project)，延長學校體驗周數，並加強聯課及服務學習活動內容等。

這個嶄新的教育學士學位課程，旨在培育教育工作者的專業能力，非僅傳授硬知識，因為新一代教師與專業人士必須具備綜合知識、技術、理論與實踐的能力，並在個人和專業層面上，不斷完善自己。

李教授說：「在課程檢討期間，我們參考了其他大學的課程，並經過校內廣泛諮詢和吸納校外意見。為連結理論與實踐，我們著重讓學生及早裝備成為未來的教師。我們把實習期從六星期延長至八星期，令學生有更多時間適應課堂與學校環境，為專業發展做好準備。」

EdUHK students visit the Sikh temple to understand more about Hong Kong's religious diversity as part of the Positive and Values Education programme
選修「正向教育與價值教育」課程的教大學生到訪錫克廟，了解香港的宗教多元性



During their teaching practice, BEd students will build an e-Portfolio, displaying their different class contributions, essays or artworks. This will help them reflect upon their academic development, practical studies and teaching experience in order to see the bigger picture in their professional improvement.



Professor Lee (second right) and Professor Yu (first left) meeting with overseas university peers
李教授(右二)和姚教授(左一)會見海外大學同儕

As for the revamped General Education programme, its aim is to develop the intellectual capacity of freshmen in the university context through foundation courses. BEd students will have ample opportunities to enhance their academic breadth and depth throughout their studies.

Professor Lee said interdisciplinary and experiential learning would also be key elements in the new curriculum. “We will encourage our students to integrate disciplinary knowledge and perspectives with their learning experience in real-life and workplace contexts. They will be encouraged to learn through experimentation, observation, reflection and conceptualisation when they undertake courses that may include creative work, student-initiated projects, thematic overseas trips or outward-bound training.

“Equally important is their sense of ethical responsibility as educators and teachers. This is as important as their professional excellence and innovation in our new Graduate Attributes,” said Professor Lee.



Capstone Project with the Same Academic Rigour

總整專案
學術要求同樣嚴格

Most university students have to burn the midnight oil to complete their final-year dissertations – normally in the form of a traditional academic write-up – as part of their graduation requirements. Doing a dissertation or an Honours Project has been the conventional way of demonstrating academic knowledge mastered over their course of studies.

Under the new curriculum, BEd students can opt for something different in their final year by completing a Capstone Project (CP), which will be major-based or related to education studies to suit the learning interests of individual students.

“A capstone is literally the stone placed at the top of a building or wall; it symbolises the culmination of the student’s academic experience and effort,”

為協助學生反思其個人學術發展、實習與教學經驗，每名修讀教育學士學位課程的學生在實習期間，均會建立一個電子學習歷程檔案，展示其課堂實習所得、論文或藝術創作等，讓他們能更全面地理解自身的專業發展。

通識教育課程亦將調整，旨在讓一年級新生藉著這類基礎課程，在大學環境下發展其學術潛能。修讀教育學士學位課程的同學，將有充分機會在學習期間，拓展自己的學術深度與闊度。

李教授指出，新課程結合了跨學科和經驗學習兩個重要元素。他說：「我們鼓勵學生把學科專業知識和觀點融匯於實際生活和工作環境內。因此，課程涉獵的層面十分廣泛，包括：創意藝術、學生自發學習項目、海外主題遊學或外展訓練等，鼓勵學生從體驗、觀察、反思、領悟中學習。」

李教授續說：「教育工作者和教師的道德責任感同樣重要。因此，我們新訂立的畢業生素質中，道德責任與專業卓越及創新，無分軒輊。」

remarked EdUHK Associate Vice President (Student Learning) Professor Christina Yu Wai-mui. "The CP presents a good opportunity for BEd students to demonstrate their mastery of the curriculum and relevant knowledge in their chosen project topic or research area in various formats with the same level of academic rigour."

Instead of doing a 4,500-word dissertation, for example, BEd students majoring in visual arts and music may think of completing a Capstone Project, which entails components such as a visual arts exhibition, or a music or multi-media performance with an application of research work. Such projects would be further consolidated through a precise and concise written report in the professional areas of creative and cultural arts education.

The CP will be introduced in parallel with the existing Honours Project, which will continue to be an option for those who wish to conduct research projects in a more robust academic manner. The implementation details will be worked out at a later stage.

大部份大學生都有過挑燈苦幹以完成畢業論文的經歷。這類論文以傳統學術文章為主，向為畢業要求之一，以展示學生學術知識所得。

在新課程實施後，本校的教育學士學位課程的學生，可選擇以主修科為基礎或與教育研究相關的總整專案，以配合個別學生的學習興趣。

教大協理副校長（學生學習）姚偉梅教授表示：

「“Capstone”按字面可解釋為：在屋頂或牆頂放置的石頭。換言之，它象徵學生努力累積的學術成果。總整專案正提供絕佳機會，讓主修教育學士學位課程的學生自己選擇題目或研究範疇，在符合同等嚴格的學術要求同時，以多種形式展示對課程內容與相關知識的掌握。」

舉例說，教育學士學位課程主修視覺藝術與音樂的學生，可以選擇寫一篇四千五百字的畢業論文，或在畢業前完成總整專案。學生藉著視覺藝術展覽、音樂或多媒體演出等，展示自己的研究成果，再加上簡潔精要的文字報告，更能鞏固與創意及文化藝術教育相關的專業知識。

除了總整專案之外，有意作更深入學術研究的學生可以選擇撰寫畢業論文，具體推行細節將於稍後公布。

New Graduate Attributes

EdUHK's new Graduate Attributes – Professional Excellence, Ethical Responsibility and Innovation ("PEER & I") – have been developed through the University's integrative approach to whole person development. The three attributes, of equal importance, echo the University's vision and mission of nurturing outstanding and caring educators and professionals, who are creative, innovative, intellectually active, entrepreneurial, socially caring and globally aware. "PEER & I" is also a robust response to the social changes and emerging needs of the community and is to be adopted in the next triennium.

新畢業生素質

教大的新畢業生素質——專業卓越、道德責任與創新——簡稱"PEER & I"，乃按照大學的學生綜合全人發展方針訂立，以積極回應社會不斷演變的新需求。"PEER & I"亦與本校願景及使命相呼應，即培育出色而熱心的教育工作者與專業人士，他們既富創意、敢創新、敏於思考、具企業精神，亦關愛社會、放眼世界。



Nothing to Lose at the Starting Line

起跑線上 何來輸贏

A top-notch scholar on Hong Kong studies, Professor Lui Tai-lok, EdUHK Vice President (Research and Development), has the mission of promoting research and development at the University. In recent years, the University has been striding forward to both ends, as reflected in its rising research funding and international profile and standing. Professor Lui shared with *Education-plus* his latest R&D priorities and strategies with the University's increasing involvement in education leadership and development in the Asia-Pacific region. And reflecting on his journey of personal growth during his tender years, he offered food for thought on how to overcome adversity and achieve success.

教大副校長（研究與發展）呂大樂教授是香港研究領域中首屈一指的學者，肩負推動教大研究和發展的使命。近年，教大在研究和發展範疇有長足進展，在研究撥款、國際影響力和地位均有所提升。呂教授接受《超越教育》專訪，談及大學的研發重點和策略，指出教大在參與亞太區內教育領導和發展方面，正與日俱增。他並分享個人成長經歷，如何克服逆境，學有所成。

Growing Research Capacities

Sitting at the University's coffee shop in a recent afternoon, Professor Lui was in a relaxed mood, as he often is. It was a long day for him, as he was scheduled that evening to meet a visiting delegation from Japan's higher education sector to explore potential collaboration. He would then go home for his own research and drafting for newspaper columns. Although his administrative role means less time for his own research, his dedication to it stems from his belief in the University's potential.

Professor Lui said that with a critical mass of scholars and experts in education and complementary areas, the University has nurtured a robust research environment over the years. Thanks to the synergy created by the ranks of emerging and senior academics and the development of multidisciplinary strengths under the University's "Education-plus" approach, multiple University-level research centres have been established and they have begun to excel in the fields of social sciences, educational psychology, assessment, culture and creative arts, among others.

EdUHK's growing research capacities are reflected by an increase in external research funding. In late 2016, the University also set up the Knowledge Transfer (KT) Sub-office to identify research projects and outputs that can be applied for the benefit of society.

"Knowledge transfer is a vital area in the sustainable development of the higher education sector, which applies to all publicly funded universities. With our strengths in education and related fields, research outputs can have high KT impacts and be applied in real-life settings to benefit individuals directly. The key for us is to connect the dots and unleash our staff's potential," Professor Lui said.

"While technological innovation is not our core strength, we have strived to reach out to different sectors, from information technology to manufacturing, to seek partnerships with a view to developing marketable educational products utilising advanced technology," he explained. "I see opportunities out there in the areas of early childhood education, special education and language acquisition."



Joining overseas students and scholars at Cultural Showcase@EdUHK, along with EdUHK President Professor Stephen Cheung Yan-leung (right) 與教大校長張仁良教授(右)一起,在「文化坊」活動與海外學生和學者交流

研究實力不斷提升

某天下午,呂教授像往常般看似悠然自得地在校園咖啡店內。其實他公務羈身,每天忙個不了。這天接受訪問後,黃昏時便要與日本高等教育界代表團會面,討論合作空間;隨即趕回家中做研究及撰寫報刊專欄。擔任行政角色後,從事個人研究的時間難免減少,但他仍樂此不疲,全然投入,只為對教大的潛力充滿信心。



Briefing the media on the University's knowledge transfer projects 向傳媒簡介本校的知識轉移項目

呂教授指出,教大匯聚眾多教育和相關範疇的學者和專家,研究氛圍近年日益濃厚。有賴年輕和資深學者之間的協同合作,以及在本校「教育為本,超越教育」的發展方向下的跨學科優勢,多個校級研究中心相繼成立,並在社會科學、教育心理學、評估、文化和創意藝術等領域,日漸嶄露頭角。

本校的研究實力正不斷提升,從研究撥款的增長可見一斑。本校於二零一六年底更成立知識轉移辦公室,以發掘惠及社會的研究項目與成果。

呂教授說:「知識轉移是高等教育界可持續發展的重要一環,適用於所有公帑資助大學。結合教育及相關領域的實力,教大的研究成果可發揮重大的知識轉移影響力,並直接應用於日常生活,造福社群。當中的關鍵是聯點成線般,讓教研人員盡展潛能。」

他續說:「科技創新並非我們的核心優勢,但我們力求聯繫不同界別,包括資訊科技界和製造業等,與他們建立夥伴關係,採用先進科技,發展具有市場潛力的教育相關產品。我認為,幼兒教育、特殊教育 and 語言學習三個領域,正充滿機遇。」

Internationalisation: More than a Numbers Game

As a bastion of teacher education and the only education-focused University in Hong Kong, EdUHK's unique position and strengths have been increasingly recognised and sought after internationally. A growing number of non-local students have chosen to come to the University to pursue postgraduate programmes in education and complementary disciplines. Looking ahead, more will be done to attract world-class scholars and outstanding students from overseas countries, and consolidate EdUHK's role as a thought leader and an agenda-setter in teacher education by embarking on impactful projects in the region with leading universities around the world.

"There is always more to internationalisation than how many overseas students you can see on campus, or our international ranking. Through global collaboration, Hong Kong can demonstrate its soft power and strengths. EdUHK is uniquely placed in our city to share our expertise, make contributions in education and provide thought leadership," Professor Lui added.

Since December 2017, Professor Lui has overseen student affairs, including those of international students, under the University's revamped management structure. One of his top priorities, he said, is to overhaul the existing co-curricular programmes for overseas students. "We hope that by the end of their stay at EdUHK, they will have formed life-long relationships with a good grasp of Hong Kong's history and culture. Internationalisation should be a two-way street. Such connections built globally can benefit Hong Kong in the long run," he said.

From 'Failed' Student to Top Scholar

A leading authority on Hong Kong studies, Professor Lui needs no introduction in the local academic community. He is a prolific writer known for his incisive analysis and penetrating insights. His publications cover a wide range of topics from intergenerational conflicts to parental struggles. But his path to success was not all smooth. There were bitter and difficult times both in and outside the classroom during his teenage years.

"I got a Fail in many subjects in Form 1 because they were taught in English. I grew up in a public housing estate. I did not understand what teachers said. My Mathematics was



Mingling with colleagues and students
與教職員和學生交流



Not everyone can play in the forwards. However, everyone does have a meaningful role to play.

不可能所有人都踢前鋒。可是，每個人都會有他別具意義的角色。



國際化不僅追求數字

教大是本港唯一以教育為本的大學，亦是教師教育的重鎮，其獨特角色和優勢，在國際間漸受認同。此外，愈來愈多非本地生選擇進入教大，修讀教育與相關學科的研究生課程。展望將來，教大將更著力吸引世界一流學者和優秀海外學生，並與全球頂尖大學合作，在區內開展具影響力的計劃，以鞏固本校在教師教育的領導者與倡導者角色。

呂教授補充說：「國際化不僅關乎校園內有多少海外學生，亦不只是世界排名。藉著國際間的合作，香港可以展示其軟實力。教大在本港地位獨特，能分享專業知識，並為教育領航作出貢獻。」

在新的管理架構下，呂教授自二零一七年十二月起兼負本地及國際學生事務。他指出，其中一項重要任務，是革新現行海外學生聯課活動內容。他說：「我們希望當他們返國時，能與香港建立深厚關係，瞭解本港的歷史和文化。國際化應是雙向發展的，長遠來說，這種全球連繫將惠及香港。」

「滿江紅」學生成為頂尖學者

呂教授是香港研究的權威，在本地學術界無人不曉。他著作等身，內容廣泛，從世代衝突到家長面對的挑戰等，均有論及，並以精闢分析和尖銳見解見稱。不過，他的成功之路卻非一帆風順，年少時曾在教室內外，嘗過苦澀艱辛。



Professor Lui tours Edinburgh during his postgraduate studies in the United Kingdom in the 1980s

80年代，呂教授在英國修讀碩士課程期間，遊覽愛丁堡

particularly bad.” He said it took him the first four years of secondary school to get a grasp of both the English language and examination skills. “When I did pass my Mathematics examination for the first time, it was HKCEE (Hong Kong Certificate of Education Examination). That gave me the opportunity to move on to matriculation years,” he recalled. Two attempts at the A-level examinations led him to be admitted to the University of Hong Kong (HKU) in 1978, majoring in History and Sociology. Despite previous setbacks, he graduated with First Class Honours in 1981 and started a Master’s degree course at HKU, during which he took up an offer to study for a Master of Philosophy in Sociology at the University of Oxford, and subsequently gained his D.Phil from Oxford in 1991.

A Football Lesson

With an entrenched examination-oriented culture, many Hong Kong parents begin to map out the paths of their children at infancy. They do everything they can to seize hard-fought educational opportunities for their children, fearing that they may have already lost their battle at the starting line.

Reflecting on his own developmental trajectory, Professor Lui had a different take on achieving success and self-fulfilment. “There is nothing to lose at the starting line as you may not always win after you move on from there,” he said. He added, using football, his favourite sport, as a metaphor: “Not everyone can play in the forwards. However, everyone does have a meaningful role to play. Back in my secondary school days, I was always told to be the goalkeeper as I was not a good player. It took me a long time to get a position in mid-field, but I enjoyed that process. Different people have different paths to success. If you have gained enough experience, you can make a mark one day whatever that will be. Just live it out and do your best.”

他憶述道：「中一時，我很多學科都不及格，因為學校以英文授課。我自小在公屋長大，完全不明白老師的講課，數學科尤其遜色。」他說自己花了中學首四年時間掌握英語和考試技巧。他笑言：「我會考時，數學才第一次及格，並因而能升讀預科。」經過兩次高級程度會考後，他於一九七八年考入香港大學，主修歷史和社會學。儘管屢遇挫敗，他終於一九八一年以一級榮譽成績畢業，並在港大攻讀碩士課程。期間，他獲牛津大學取錄，修讀社會學哲學碩士課程，並於一九九一年在牛津大學取得哲學博士學位。



There is nothing to lose at the starting line as you may not always win after you move on from there.

起跑線上何來輸贏？何況，起步之後，
你不可能永遠是贏家。

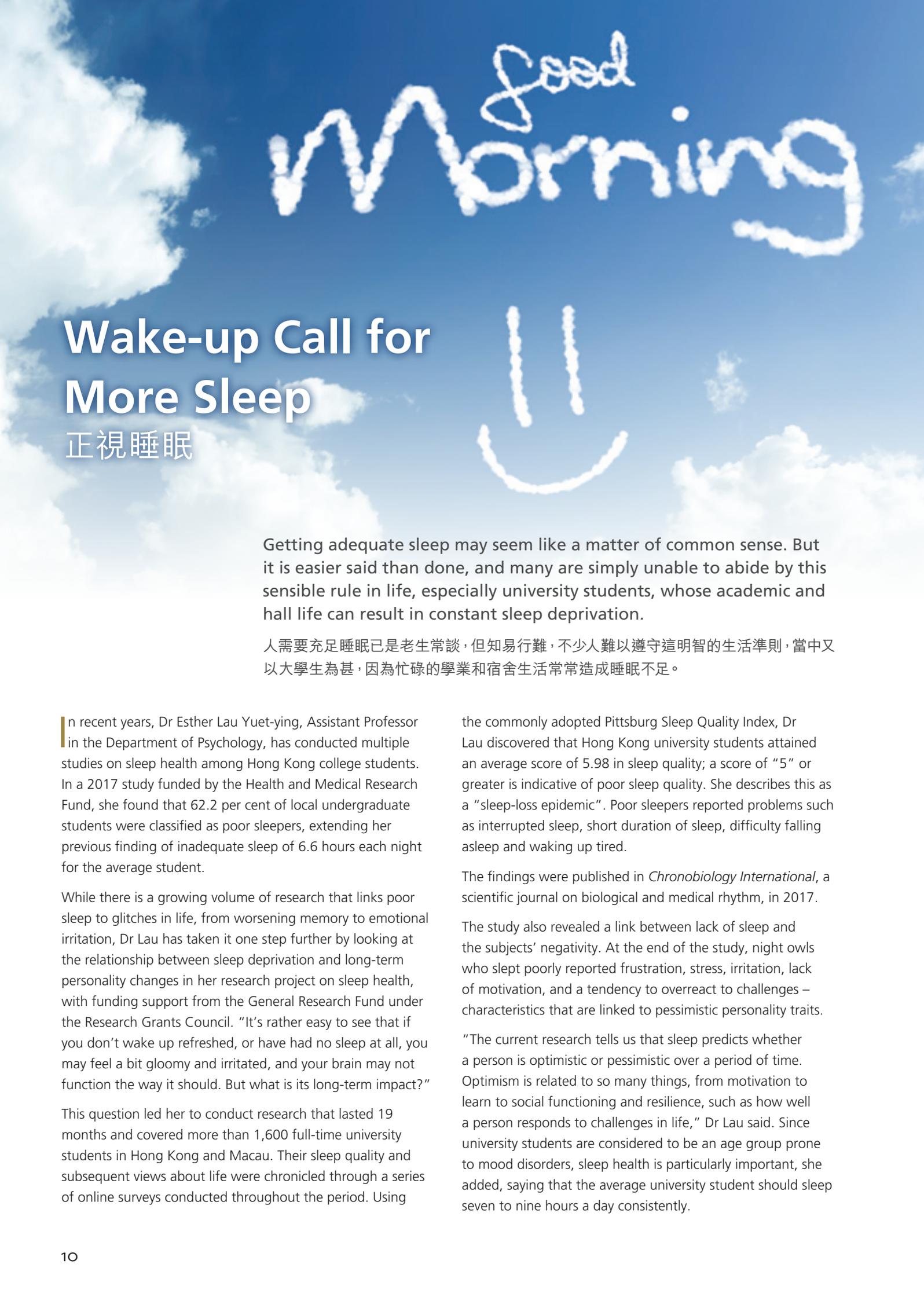


Professor Lui (centre) has been a football enthusiast since his youth
呂教授（圖中）年輕時已熱愛足球運動

足球論人生

香港考試文化根深蒂固，不少學生從嬰孩時期開始，家長便為他們籌劃成長路。家長費盡心思，為孩子爭取每個來之不易的教育機會，深怕他們會輸在起跑線。

回顧自己的成長路，呂教授對成功和自我實現的途徑有截然不同的看法。他說：「起跑線上何來輸贏？何況，起步之後，你不可能永遠是贏家。」他以自己最喜歡的運動—足球—作比喻：「不可能所有人都踢前鋒。可是，每個人都會有他別具意義的角色。讀中學時，我因為球技欠佳，經常當守門員，花了很長時間才能踢中場，但我很享受整個過程。成功之路各有不同，只要累積足夠經驗，終有一天必能脫穎而出，有所成就。活出真我，全力以赴。」



good
Morning

Wake-up Call for More Sleep

正視睡眠

Getting adequate sleep may seem like a matter of common sense. But it is easier said than done, and many are simply unable to abide by this sensible rule in life, especially university students, whose academic and hall life can result in constant sleep deprivation.

人需要充足睡眠已是老生常談，但知易行難，不少人難以遵守這明智的生活準則，當中又以大學生為甚，因為忙碌的學業和宿舍生活常常造成睡眠不足。

In recent years, Dr Esther Lau Yuet-ying, Assistant Professor in the Department of Psychology, has conducted multiple studies on sleep health among Hong Kong college students. In a 2017 study funded by the Health and Medical Research Fund, she found that 62.2 per cent of local undergraduate students were classified as poor sleepers, extending her previous finding of inadequate sleep of 6.6 hours each night for the average student.

While there is a growing volume of research that links poor sleep to glitches in life, from worsening memory to emotional irritation, Dr Lau has taken it one step further by looking at the relationship between sleep deprivation and long-term personality changes in her research project on sleep health, with funding support from the General Research Fund under the Research Grants Council. "It's rather easy to see that if you don't wake up refreshed, or have had no sleep at all, you may feel a bit gloomy and irritated, and your brain may not function the way it should. But what is its long-term impact?"

This question led her to conduct research that lasted 19 months and covered more than 1,600 full-time university students in Hong Kong and Macau. Their sleep quality and subsequent views about life were chronicled through a series of online surveys conducted throughout the period. Using

the commonly adopted Pittsburg Sleep Quality Index, Dr Lau discovered that Hong Kong university students attained an average score of 5.98 in sleep quality; a score of "5" or greater is indicative of poor sleep quality. She describes this as a "sleep-loss epidemic". Poor sleepers reported problems such as interrupted sleep, short duration of sleep, difficulty falling asleep and waking up tired.

The findings were published in *Chronobiology International*, a scientific journal on biological and medical rhythm, in 2017.

The study also revealed a link between lack of sleep and the subjects' negativity. At the end of the study, night owls who slept poorly reported frustration, stress, irritation, lack of motivation, and a tendency to overreact to challenges – characteristics that are linked to pessimistic personality traits.

"The current research tells us that sleep predicts whether a person is optimistic or pessimistic over a period of time. Optimism is related to so many things, from motivation to learn to social functioning and resilience, such as how well a person responds to challenges in life," Dr Lau said. Since university students are considered to be an age group prone to mood disorders, sleep health is particularly important, she added, saying that the average university student should sleep seven to nine hours a day consistently.

Promoting Sleep Health

In view of the findings, EdUHK's Student Affairs Office has established a mechanism to assess and predict students' emotional well-being by measuring their sleep quality. These evidence-based indicators are potential life-savers for the purpose of early intervention in preventing aggravation of psychological disturbances, Dr Lau said.

"Sleep is something college students tend to ignore, as they want to fill up every moment of their day. However, while some think that they can't afford the time to sleep more, the truth is that they can't afford to lose sleep," she said.

A clinical psychologist widely quoted by the media as an expert who promotes sleep health, Dr Lau hopes that in the long run, her research will become an educational tool for the general public to understand the "why" and the "how" of sleep health and that it will play a role in policy formulation at various levels, from schools to government. "My goal is to promote sleep health at the clinical, community, and policy levels," she said. "At the end of the day it's about respecting the rhythm of our body through prioritising sleep."

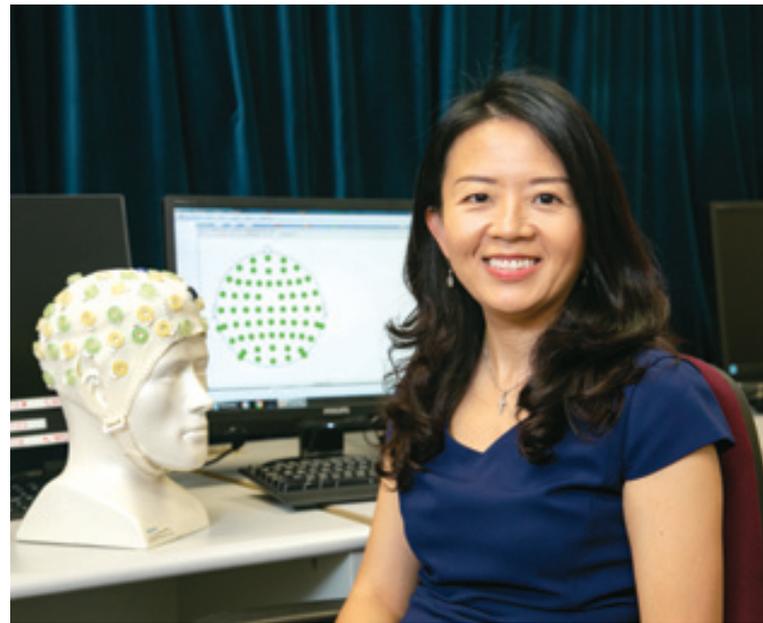
近年，心理學系助理教授劉月瑩博士就本港大學生的睡眠健康進行了多項研究。她在較早前發表的研究顯示本科生平均每天只睡六點六小時。而在另一項由醫療衛生研究基金資助、於二零一七年發表的研究中，她發現百分之六十二點二本地本科學生的睡眠質素欠佳。

有越來越多的研究顯示，睡眠質素欠佳可與生活中的各種問題拉上關係，包括：記憶衰退、情緒不穩定等。透過研究資助局優配研究金資助的最新睡眠健康研究，劉博士進一步了解睡眠不足與長遠性格改變的關係。她說：「顯而易見，如果你醒來時不覺得活力充沛，又或者沒有睡過，你可能會感到有點沮喪或煩躁，你的腦袋亦未必能如常運作。但長遠的影響，又會是怎樣呢？」

帶著這個問題，劉博士進行了為期十九個月的研究，透過一系列網上問卷調查，記錄逾一千六百名港澳全日制大學生的睡眠質素，以及他們對人生的看法。她以廣被採用的匹茲堡睡眠質量指數為指標，發現本港大學生的平均分為五點九八分，而五分或以上即顯示睡眠質素欠佳。劉博士將這個現象形容為「缺眠疫情」。睡眠欠佳



A study participant is monitored with an EEG machine as she completes a computer-based task in Dr Lau's neuropsychosocial experiment
一名參與劉博士神經心理學實驗的人士，在腦電波分析儀器監察下，在電腦上進行測試



Dr Lau examines the impact of sleep at the neural level in EdUHK's electroencephalographic (EEG) laboratory
劉博士在教大腦電波分析實驗室中，研究睡眠對神經系統的影響

人士報稱的問題包括：睡眠中斷、睡眠不足、難以入睡及起床時感到疲累。

研究結果於二零一七年刊登於生物及醫學節律科學期刊 *Chronobiology International*。

研究亦揭示欠缺睡眠與負面情緒關係。到研究結束時，不少睡眠欠佳的晚睡人士報稱感到沮喪、受壓、煩躁、欠缺動力，以及對挑戰作出過分強烈反應的傾向——這些都是與悲觀性格相關的特徵。

劉博士說：「這個研究告訴我們，一段時間的睡眠質素，有助預測一個人的樂觀或悲觀性格。樂觀性格與很多事情相關，包括學習動力、社交能力及抗逆力，例如一個人面對生活挑戰時會作出甚麼反應。」她進一步指出，由於大學生被視為易受情緒失調影響的年齡群組，睡眠健康就更加重要，他們應保持每天七至九小時的睡眠時間。

推廣睡眠健康

有見及此，教大學生事務處已設立機制，透過量度學生睡眠質素評估及預測他們的情緒狀況。劉博士指出，這套依循研究實證所建立的指標有望幫助輔導員及早介入，避免學生受精神困擾的情況惡化，甚至或可拯救生命。

她說：「大學生希望盡用每天的時間，傾向忽視睡眠。他們以為花時間在睡眠上很奢侈，但真相是，睡眠不足的代價是我們負擔不起的。」

劉博士是一位臨床心理學家，亦是推廣睡眠健康的專家，經常接受傳媒訪問。她希望長遠可將研究發展為教育工具，幫助社會大眾明白為何睡眠重要，以及如何提升睡眠質量。她亦盼望研究結果可深入學校與政府，於不同政策制定層面發揮作用。她說：「我的目標，是從日常生活、臨床實踐及政策層面推動睡眠健康。說到底，這就是要尊重自己身體的節律，重視睡眠。」



Character-building Starts at Home

品格培育 始自家庭

It is often said that the father and the mother should play “complementary” roles in the family, with one the disciplinarian and the other the nurturer. This belief is particularly common among those brought up in traditional Chinese settings. However, there is more to co-parenting than splitting child-rearing 50-50 when it comes to facilitating the whole-person development of children, according to recent research by Dr Ian Lam Chun-bun, Associate Professor in the Department of Early Childhood Education.

Parents may not always realise it, but inconsistency in their style of care and subtle tension that may arise from their disagreement can influence their children in many ways, including their interpersonal skills, Dr Lam told *Education-plus*.

“Parents always want to see their children liked by other kids and able to care about the viewpoints and feelings of others. These social skills are first learnt by observation and experience at home. Through modelling and direct interaction with their children, parents play an important role in raising socially adept children,” he said, discussing his study published in the *American Psychological Association’s Journal of Family Psychology*.

Involving 258 kindergarten children in Hong Kong whose average age was 5.19 years, the study investigated whether parents working cooperatively in child-rearing had an impact on their children’s social competence. The study revealed that children who easily descended into negative emotions and whose parents reported poor communication with their spouses had the poorest social skills.

“All parents want to create a nurturing environment for their children to flourish,” Dr Lam said. “The key is managing

the differences through good communication and learning to appreciate each other’s efforts. Whether parents are peacefully cooperating is always on the children’s radar, particularly those who experience negative emotions easily. This can influence how these children interact with their peers!”

“As early as the age of 18 months, children have a clear understanding of the conversations and interactions around them. In an environment where all caretakers have the same expectations and support each other, children have a clearer understanding of how to behave. So it is extremely important to agree on parenting style at an early stage,” added Dr Lam, who is concurrently serving as the Co-director of EdUHK’s Centre for Child and Family Science (CCFS).

Established by the Faculty of Education and Human Development in 2016, the CCFS has the mission of making a meaningful difference to children, families and the community through interdisciplinary research on family-related issues, professional support, and knowledge exchange. A source of useful information pertinent to family and child well-being, the CCFS provides research-based advice and policy insights that are disseminated through various platforms, including its popular social media portals.

Dr Lam said the current study on children’s social competence is among those aimed at offering fresh perspectives to the existing literature, which is focused mainly on European and American contexts. It took into account certain characteristics of traditional Chinese culture, such as the emphasis on conformity and collectivism, as well as their influence on familial relationships and values.

“ *Whether parents are peacefully cooperating is always on the children’s radar... This can influence how these children interact with their peers.* ”

家長能否心平氣和地合作，孩子都會一一看在眼里，從而影響他們與朋輩的互動。

Dr Ian Lam Chun-bun

林俊彬博士

Associate Professor
Department of Early Childhood Education
幼兒教育學系副教授



人們常言，父母管教孩子應扮演互補的角色：一個唱紅臉，一個唱白臉。這看法在中國傳統家庭中，尤其普遍。不過，幼兒教育學系副教授林俊彬博士最新研究發現，要促進孩子全人發展，不是簡單的二分法就能達至。

林博士向《超越教育》指出，家長可能從未察覺，若照顧孩子時做法不一致，或出現分歧時所產生的細微張力，都會在不同方面影響孩子，包括：處理人際關係的技巧。

林博士在美國心理學會《家庭心理學期刊》發表了此項研究成果。他說：「家長總希望子女受到其他小朋友歡迎，並懂得關注別人的想法和感受。這些社交技巧，最初是藉著家中的觀察和經驗中學到。家長的身教及其與子女的直接互動，對培育人緣好的孩子，扮演著重要角色。」

是項研究以二百五十八名本港幼稚園學生為對象，平均年齡為五點一九歲，旨在探討家長雙方照顧孩子時的合作關係，對孩子社交能力的影響。結果顯示，經常陷入負面情緒的孩子，若父母雙方亦欠缺溝通，孩子的社交能力便極不理想。

林博士說：「所有家長都希望為孩子創造美好的成長環境。關鍵是，父母若意見分歧，必須有良好的溝通，並學習欣賞彼此的努力。家長能否心平氣和地合作，孩子都會一一看在眼里，從而影響他們與朋輩的互動，尤其那些較易產生負面情緒的孩子。」

兼任教大兒童與家庭科學中心聯席總監的林博士進一步指出：「孩子早於十八個月大時，已對身邊的說話和互動有清晰的認知。在成長環境中，如果所有照顧者能目標一致，並互相支持，孩子便會更清楚明白應有的行為規範。可見，家長及早就管教方式達成共識，極為重要。」

兒童與家庭科學中心於二零一六年由教育及人類發展學院成立，致力藉著與家庭議題相關的跨學科研究、專業支援及知識交流，促進家庭和兒童福祉，惠澤社群。中心通過本身廣受歡迎的社交網站及其他平台，提供大量以研究實證為本的建議及政策洞見。

林博士指出，目前關於孩子社交能力的研究文獻多以歐美背景為主，而是次研究卻從嶄新的角度探討，兼及中國傳統文化，包括：強調一致性與集體性的特點，以及對家庭關係與價值觀的影響等。

Tips for Constructive Co-parenting

Stressing the importance of communicating regularly about their children’s development, Dr Lam offers parents his advice on constructive co-parenting:

- Reinforce each other’s authority as a parent verbally and non-verbally
If the mother says, ‘Please put your toys back in the storage box’, the father can point to the storage box and say, ‘You heard your mother – clean things up after you’re done’.
- Show appreciation for each other’s parenting efforts and say it out loud
When the mother brings the child home from school, the father can say, ‘Thank you for picking up Sally’.

共同管教孩子小錦囊

林博士強調，家長應就子女發展情況定期溝通，並提出以下共同管教孩子的建議：

- 通過言語和行為，鞏固對方作為家長的威信
如果媽媽說：「請把玩具放回儲物箱。」爸爸即可指著儲物箱說：「聽媽媽的話，玩過後要自己收拾。」
- 欣賞對方為子女所付出的努力，並明確表達
當媽媽從學校把孩子接回家，爸爸可以說：「謝謝你去接莎莉回來。」



Living and Learning Overseas

海外學習生活



Viewing the Northern Lights for the first time, painting by an icy lake, tackling Swedish, and travelling through 11 countries in Europe – the exchange experience for student Kong Yuan-ting was by no means confined to the classroom. But for the Year 3 student in the Bachelor of Arts (Honours) in Creative Arts and Culture programme, who completed a full semester at Sweden’s Linnaeus University in 2017, her stay was much more than having fun; it was both a rewarding and challenging experience academically and personally.

“From classroom atmosphere to campus culture, everything at Linnaeus University was so new and different. We were encouraged to speak up in classes, and I mingled with schoolmates from Sweden and different parts of the world doing projects together and participating in activities on and off campus. There was also a variety of courses on offer for exchange students, ranging from the cultural impact of Harry Potter to gender equality. They were eye-opening,” Kong told *Education-plus*.

The five months away from home also marked her first-ever visit to Europe. Among her many fond memories, she said having to bike in the dark during a weekend excursion to outlying island Öland had to be her most memorable. “There were no buses since it was Ascension Day. So we resorted to biking, finally arriving at the B&B at 11pm. I was quite scared of biking in the dark. But sometimes you just have to step out of your comfort zone, confront challenges and solve the problems,” she said.

Kong’s fruitful experience was made possible by EdUHK’s strong partnerships with leading universities around the globe. It was also financially supported by various funding schemes provided by EdUHK, including its International and Regional Learning Enhancement Fund* (IRLEF).

Established in 2013, the IRLEF provides up to HK\$10,000 to every full-time undergraduate student to take part in non-local learning programmes, ranging from a full-semester student

* From 2018/19, the International and Regional Learning Enhancement Fund will be renamed Global Learning Enhancement Fund (GLEF).

exchange or internship to a short-term study trip, summer programme or cultural exploration. The IRLEF is part of the broad internationalisation strategy set out in the University's *Strategic Plan 2016-2025* to provide overseas exposure to students and enrich their learning experience; this was commended by the Quality Assurance Council in its *Quality Audit Report* published in 2016.

第一次看到北極光、在冰湖畔繪畫、學習瑞典語、遊走歐洲十一個國家——江莞婷同學的交換生體驗絕不局限於教室。這位創意藝術及文化榮譽文學士三年級生於二零一七年在瑞典林奈大學完成整個學期的課程；旅程充滿挑戰，非徒玩樂，並為她的學業和個人成長帶來豐碩成果。

莞婷向《超越教育》分享道：「在林奈大學的一切，從教室氛圍到校園文化都是那麼嶄新、與別不同。導師鼓勵我們在課堂上踴躍發言，並與同學緊密合作；我在專題研習及在校內或校外舉辦的活動中，跟瑞典和來自世界各地的同學合作無間、打成一片。學校也為交換生提供林林總總的課程，從哈利波特的文化影響到性別平等，讓我大開眼界。」

離家五個月，亦是她首度踏足歐洲。在眾多美好回憶中，她說在厄蘭島的週末短途旅行中的單車夜行成為她最難忘的一章。她說：「那天適逢耶穌升天節，沒有巴士行駛。我們只好以單車代步，晚上十一點終於到達民宿。單車夜行確實令我有點膽怯，但有時候你就是要踏出自己的舒適區，面對挑戰，解決疑難。」

莞婷多姿多彩的交換生體驗，實有賴教大與世界各地頂尖大學緊密的關係，以及教大多個資助計劃提供的財政支援，包括：環球學習體驗增潤基金。



Kong and her friends build a snow shelter
莞婷與朋友一起砌冰屋

環球學習體驗增潤基金成立於二零一三年，為每名全日制本科生提供港幣一萬元資助，參與境外學習計劃——從整學期的學生交換計劃、實習，到短期的遊學考察、暑期項目和文化探索活動等。

環球學習體驗增潤基金為教大《策略發展計劃 2016-2025》中推動國際化的部份，旨在為學生提供海外體驗，豐富其學習經歷。此舉曾獲質素保證局於二零一六年發布的《質素核證報告》表揚。



Internationalisation Strategy

Dr Simon Xu Sheng-lang, EdUHK Associate Vice President (Global Affairs), said the International and Regional Learning Enhancement Fund, coupled with other funding support available to EdUHK students, has made overseas exposure an integral part of student life. In 2016/17 alone, more than 2,700 students participated in a variety of non-local experiential learning programmes, leaving their footprints in more than 30 countries. The number of students participating in the programmes increased three-fold compared with that in 2010.

"Regardless of financial means, every full-time undergraduate student is encouraged to participate in at least one non-local learning experience during their course of study at EdUHK," Dr Xu said.

國際化策略

教大協理副校長（環球事務）許聲浪博士指出，環球學習體驗增潤基金加上為教大學生提供的其他資助，讓海外見聞成為學習生活中不可或缺的一部份。單是二零一六至一七年度，已有超過二千七百名學生參加各式各樣的境外體驗學習計劃，學生參與人數較二零一零年增幅高達三倍，足跡遍及三十多個國家。

許博士說：「無論家境如何，教大鼓勵每名全日制本科生，在就讀期間參加至少一次境外學習體驗。」



Learning through Action

從實踐中學習

“This is the last lesson, so won’t we be seeing you anymore?” asked Peony Lui Yan-pui’s young student. For six weeks, Lui had created “Math is Fun” games for a supplementary class at Po Leung Kuk Grandmont Primary School. At the time, she was a Year 2 undergraduate student at EdUHK, and the experience was the centrepiece of her Co-curricular and Service Learning (CSL) course.

Through her interaction with the students, Lui was pleased to find she could have a positive impact on their learning. “Initially, some of my students did not seem thrilled to be there. But after playing my games, they seemed to grow increasingly fond of Mathematics and cherished the fact that we had made learning fun,” said Lui, who will soon complete her Bachelor of Arts (Honours) programme in Human and Organisational Development.

Her story shows the rationale behind CSL courses, which combine experiential learning with community service and allow students to apply their subject-related knowledge and skills to where there is a corresponding need in society. The resulting exchange of knowledge and service between EdUHK students and the communities they serve is more likely to engender meaningful reflection than traditional university lectures or textbooks.

Partnering with the Community

The Hong Kong Institute of Education (predecessor of EdUHK) introduced a compulsory three-credit co-curricular learning course in undergraduate programmes in the 2012/13 academic year and added a service-based learning element in 2014/15. Nearly all of EdUHK’s CSL offerings involve collaboration between the University and external service partners, such as schools, non-governmental organisations,

Left: EdUHK student Peony Lui Yan-pui plays one of her Mathematics games with students at Po Leung Kuk Grandmont Primary School
左：教大學生呂欣霽帶領保良局錦泰小學學生進行由她設計的數學遊戲

Below: Students engage in various co-curricular and service learning activities with participants from multiple age groups
下：學生藉著一系列聯課及服務學習活動，接觸不同年齡層人士



the public sector and religious organisations. Most services are directed towards primary and secondary school students, the elderly and the underprivileged.

“CSL courses place students in unfamiliar situations that require them to apply what they have learnt,” said Professor Christina Yu Wai-mui, Associate Vice President of Student Learning at EdUHK.

“The students exercise their creative thinking and problem-solving skills to provide appropriate services. This process allows them to reflect upon their service and construct a new understanding of themselves and the needs of their beneficiaries,” she added.

Newly developed CSL offerings at EdUHK include training on how to support people suffering from post-crisis stress and a programme to instil the value of serving with gratitude among students working with the homeless and the elderly.

欣霽就讀教大，二年級時選修「聯課及服務學習課程」，在保良局錦泰小學擔任為期六星期的導師。期間，她為參加課後學習的學生設計了一套「數學智多Fun」遊戲。最後一節課時，一名學生依依不捨地說：「這麼快便到了最後一課，以後是否再也見不到你？」這句話令她印象深刻，而這次實踐經歷亦成為欣霽在聯課及服務學習中的重要體驗。

欣霽即將完成人類與組織發展榮譽文學士課程。她憶述當年藉著與學生互動交流，令學生積極投入學習活動，欣喜不已：「剛開始的時候，有些學生並不熱衷參與，但試玩過我設計的遊戲後，他們似乎漸漸喜歡了數學這個科目，並享受在愉快中學習。」

欣霽的學習歷程正好反映了聯課及服務學習的理念——將體驗式學習和社區服務互相結合，讓學生可以運用相關學科知識和技能，幫助有需要的社群。與傳統大學課堂學習或教科書相比，學生與社區之間藉著服務與知識互動交流的過程，令反思變得更有意義。

夥拍社區團體

香港教育學院（教大前身）於二零一二至一三學年在本科課程中首推聯課學習課程，佔三個必修學分，並於二零一四至一五年度在課程中加入服務學習元素。教大聯課及服務學習課程絕大部份與校外服務機構合作，如：學校、非政府組織、公共界別和宗教組織等；主要服務對象為中小學生、長者和弱勢社群。



Professor Christina Yu Wai-mui, Associate Vice President (Student Learning)
協理副校長（學生學習）
姚偉梅教授

教大協理副校長（學生學習）姚偉梅教授說：「聯課及服務學習課程讓學生在現實情境中實踐所學知識。學生運用其創意思維和解難能力提供適切服務，並在過程中進行反思，對他們本身，以至受惠者的需要，均會有新的認識。」

新增設的教大聯課及服務學習課程，包括：教導學生如何為創傷後壓力症患者給予支援，以及為露宿者和長者等弱勢社群服務，以培養學生感恩服務之心。



Kuralay and her EdUHK schoolmate Dana Abdrasheva
Kuralay與Dana Abdrasheva為教大同窗

Having a Blast

學得盡興



From Kazakhstan, Kuralay Bozymbekova embarked on an academic adventure from her home country to pursue a Doctor of Philosophy programme at EdUHK in 2017. She also set a record – being EdUHK’s first international postgraduate student to have received the prestigious “Hong Kong PhD Fellowship” from the Research Grants Council. She shares with *Education-plus* her study life and beyond.

二零一七年，Kuralay Bozymbekova從哈薩克斯坦的家鄉負笈千里，來到香港，修讀教大的哲學博士學位課程，開展她精彩探真的學術之旅。她更創下紀錄，成為首位教大國際研究生獲得享譽學界、由研究資助局頒發的「香港博士研究生獎學金」。她把自己的學習歷程與生活點滴，向《超越教育》娓娓道來。

Before coming to Hong Kong, I was a university instructor in Kazakhstan. That's where I first made contact with EdUHK. At the time, I was in the process of applying for doctoral studies. I knew that EdUHK would offer the ideal environment for me to pursue my PhD in education with its rising rankings both in the region and the world.

This is not my first experience as an international student. I previously went to high school in the United States, got my undergraduate degree in the United Kingdom, and attended graduate school in South Korea. With each experience, I learnt more about the world, about other people, and most importantly, about myself. But it had been quite a while since I had worn my "student hat", and this particular experience in Hong Kong has been especially enjoyable so far. I live in the student housing, in Grantham Hall. Most of my neighbours are undergraduate students, who are much younger than me, but it has been fun making new friends and seeing the world through their eyes. I'm also excited to be directly immersed in a rigorous academic environment as a student. My research topic is moral and citizenship education. I think this is quite an important topic, and I'm positive that I made the right choice to study at EdUHK.

When I left Astana, the capital of Kazakhstan, the weather was very cold, and it had just snowed for the first time that year. Astana is one of the coldest capitals in the world. So I wore heavy boots and a winter jacket, which I took off at the airport before boarding the plane. Even knowing that it would be quite warm here, the weather has still been a

pleasant surprise. One of the first things that I did was to go to Sharp Island to swim. It was a 'blast', as I went there with some old friends from Korea. I'm very excited to discover what new experiences are waiting for me and very thankful to my research supervisor, and the faculty and administrative staff of the Graduate School for their constant support.

來港前，我在哈薩克斯坦當大學講師，亦在那裏首次接觸教大。那時，我正在申請修讀博士課程。教大在區內及國際間的排名不斷攀升；在我的博士課程研習中，我確知教大能提供理想的環境讓我研究教育。

這並不是我首次出國留學。我曾在美國唸高中、在英國修讀大學學士課程，並在南韓入讀研究院。每一處經歷，都讓我對這世界、對人群，最重要的是，對我自己，有更多的了解。不過，我已有一段時間沒有戴著「學生帽子」了，因此，今次在香港的學習體驗尤其愉快。我住在學生宿舍葛量洪堂，大部份宿友都是學士課程學生，年紀遠比我小；但能夠認識新朋友，更可從他們的角度去看世界，實在趣味盎然。此外，教大對學術要求嚴謹，我能在這裡沉浸研習，倍感振奮。我的研究題目是德育與公民教育，是個頗為重要的課題。我深信，選擇在教大做這樣的研究，實為明智之舉。

當我離開哈薩克斯坦首都阿斯塔納時，天氣十分嚴寒，還下著是年首場大雪，而阿斯塔納是全球其中一個最寒冷的首都。本來，我穿著厚重的皮靴和大襪，但上機前已除下，因為知道香港和暖得多呢！抵港後，我更發現這裏的氣候實在宜人，讓我喜出望外。甫下機，我便約同幾位韓國舊友到橋咀洲游泳，玩得十分盡興。如今，我懷著無比興奮的心情，期待未來各種各樣的新體驗。我更衷心感謝我的研究導師、研究生院的學者和職員，給予我持續不斷的支持。

Kuralay Bozybekova

Doctor of Philosophy student
哲學博士生



Kuralay pictured with EdUHK Vice President (Academic) Professor John Lee Chi-kin
Kuralay與教大副校長（學術）李子建教授合照

Teaching to the Beat of the Drum

敲擊鼓動 學在其中



Eight student musicians pounded out an earnest melody on two pianos, accompanied by percussionist Dr Lung Heung-wing, Honorary Artist-in-Residence and Mentor at EdUHK. Behind a wall of ornate instruments, he played tuned gongs in harmony with the students. With a flourish of trills on bells and triangles, he transitioned to a light “bong-chak, bong-chak” rhythm. It was their first and only rehearsal of *Polka Concertata*, a challenging musical piece, before their public performance in March.

Honorary Artist-in-Residence

Dr Lung began his relationship with EdUHK (the then Hong Kong Institute of Education) in 2011 as an Honorary Artist-in-Residence. “I’m very impressed by the EdUHK students,” said Dr Lung, citing their open-mindedness and solid musical background. “I know they can already read music very well, so I’d rather focus on inspiring them.” To accomplish this, Dr Lung often uses unconventional or homemade percussion set-ups. In a 2014 master class, he and his new students “broke the ice” by using metal kitchen hammers to smash ice cubes

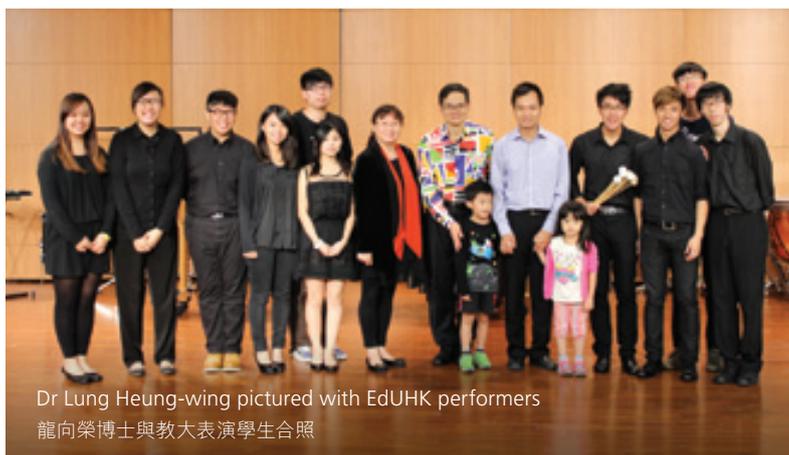
to music. In another performance, he represented old-style Hong Kong by playing an abacus, bamboo scale and set of melodic kitchen pots that he tuned by hand.

He has also been appointed as a mentor of EdUHK music students. “Dr Lung has not only taught our students musical knowledge and skills; he has also inspired them to become musicians who can contribute to society,” said Professor Leung Bo-wah, Head of the Department of Cultural and Creative Arts. He added that Dr Lung is part of a group of local artists who have generously offered their time and talent to nurture EdUHK’s young musicians.

Having served 19 years as Principal Percussionist in the Hong Kong Philharmonic Orchestra, Dr Lung is keen on theory, technique and practice. However, he sees these as merely pieces of the pie. “Music is supposed to be enjoyed,” he explained. “Of course, you have to prepare for examinations, but it’s important to laugh and enjoy the process. It’s all part of the fun.”

A Passion for Teaching

Dr Lung's Hong Kong Percussion Centre in Wan Chai is filled with colourful instruments of all shapes and sizes, many of which are customised to enhance learning. For students who cannot read music, he has colour-coded the keys on wooden finger pianos so they can produce pleasant-sounding chords. His students seem to appreciate his novel approach. "Music students need to think outside of the box. I want to use Dr Lung's creative instruction methods in my future teaching," said Daniel Fung Chun-wai, a Bachelor of Music in Education (Honours) student at EdUHK and mentee of Dr Lung.



Dr Lung Heung-wing pictured with EdUHK performers
龍向榮博士與教大表演學生合照

立 樂室兩座鋼琴前，八名教大學生樂手正專注地合奏著；只見
目 著名敲擊樂大師龍向榮博士在旁，以調音鑼、鈴和三角鐵等組成的敲擊樂器，配合他們的演奏。在他流暢的敲擊下，這些樂器發出蓬嚓、蓬嚓的節奏，與學生的琴聲相和相應，無比悅耳。龍博士是教大榮譽駐校藝術家與導師。此刻，他正與學生排練《波爾卡協奏曲》，一首甚有難度的曲目，於三月公開演出。這是他們演出前首次也是唯一的綵排。

榮譽駐校藝術家

龍博士和教大的淵源，始於二零一一年出任榮譽駐校藝術家時。他對教大學生印象深刻。他說：「他們音樂基礎穩固、認識深入，更勇於嘗試，我因而較專注於如何啟發他們。」為此，龍博士經常使用非傳統甚或自製的敲擊樂器組合。二零一四年，他曾在課堂上與新生以廚具金屬肉錘敲碎冰塊，奏出樂曲，藉此「破冰」。在另一次教大

表演中，他以算盤、竹秤和親手調製的一套音韻鍋具，演繹香港昔日情懷。

龍博士亦出任教大音樂學生的導師。談到龍博士，文化與創意藝術學系系主任梁寶華教授說：「龍博士不僅向學生教授音樂知識和技巧，更啟發他們成為貢獻社會的音樂人。」他特別感謝龍博士，以及一群本地藝術家，樂意撥出時間，以本身才華栽培教大的年輕音樂人。

龍博士曾任香港管弦樂團首席敲擊樂師十九年，對於樂理、技巧和實踐均深感興趣。不過，他認為這些僅是枝節。他說：「音樂應是欣賞、享受；當然，你要參加考試，但仍可樂在其中。這正是音樂的樂趣。」

熱衷教學

龍博士開辦的香港敲擊樂中心位於灣仔，裡面放滿各式各樣大小不同的樂器，色彩繽紛，當中不少經過改裝，以輔助學習。面對不懂閱讀樂譜的學生，他更把非洲姆指琴的琴鍵加上顏色，方便他們彈出悅耳的和絃。他的學生似乎很喜歡他的創新教學手法。馮竣璋是龍博士的導生，在教大修讀音樂教育榮譽學士課程。他說：「音樂學生需要跳出框框。我希望日後可以將龍博士的創新教學方法承傳下去。」



Dr Lung playing African drums
龍博士演奏非洲鼓樂

Dr Lung Heung-wing
龍向榮博士

Honorary Artist-in-Residence and Mentor
榮譽駐校藝術家與導師

Fulbright Scholar Advocates New Approach to Resisting Stress

富布萊特學者倡新抗壓論



A young psychologist at EdUHK is taking a fresh approach to understanding how we respond to stress. Dr Hou Wai-kai, Assistant Professor in the Department of Psychology, recently completed a Fulbright research project at Columbia University, focusing on how our daily routine may support our ability to handle stress.

心理學系助理教授侯維佳博士是教大一位年輕心理學家，最近於哥倫比亞大學完成一項富布萊特研究計劃，以嶄新方法瞭解如何應對壓力，專注於探討日常活動對處理壓力的幫助。

Drive to Thrive – A Back-to-basics Approach

Dr Hou's Drive to Thrive (DTT) theory, which he developed in collaboration with researchers from the United States, posits that people who face exceedingly stressful circumstances, such as financial insecurity, natural disasters, or social upheaval, are naturally driven to maintain the daily habits that gave their life before the major change a sense of normalcy.

His counterparts in the United States had shown special interest in DTT, he said, particularly its back-to-basics approach. But validating a theory requires data, not just intellectual appeal. Dr Hou has conducted numerous studies to determine the extent to which DTT can be applied in various social contexts, such as low-income working parents in Hong Kong and Mainland Chinese students adapting to Hong Kong society.

Stress and the City

As a Hong Kong native and health psychologist, Dr Hou is well-acquainted with the stressors in this compact city. He attributes these to the fact that Hong Kong has a dense population competing for scarce resources. But while it is also a place with immense opportunities, he explained, the pressure to maximise gains could be another source of stress.

The city's highly competitive nature results in significant psychological pressure on students to succeed academically. As a local parent, Dr Hou is well aware of the various stressors faced by urban children. He has noted increasing, if not alarming, rates of mental health issues among school-age children in densely populated urban areas like Hong Kong and New York and believes there is an urgent need for teachers to possess basic knowledge of psychology. "Teachers can provide a sort of mental health first aid or the first stage of referral because children interact with teachers a lot, maybe even more than with their parents," he said.

Urban Psychologist

A prolific researcher and award-winning teacher, Dr Hou wears many hats. He has taught at EdUHK since 2010, and has received both the Outstanding Assistant Professor Award and the Outstanding Performance in Research Award. He is also the Director of the University's Centre for Psychosocial Health, which is leading local efforts to understand the psychological dynamics of Hong Kong's education system.

Dr Hou's interest in psychology evolved from his early fascination with the social sciences and humanities. As a young student, he was drawn to subjects like Sociology, Anthropology and Literature and became increasingly interested in studying the cases of individual people, which brought him to psychology. He credits his family for being fully supportive of his eclectic academic interests.

抗壓理論

侯博士與美國研究人員共同研究一套抗壓理論——Drive to Thrive (DTT)。理論預設人們面對難以承受的壓力，如經濟不穩、自然災害或社會動盪時，便會本能地保持日常習慣，重拾巨變前正常的生活感。

侯博士表示，美國同儕對DTT理論特別感到興趣，尤其與日常生活相關方面。當然，理論仍待驗證，需要更多數據支持。為此，侯博士進行了多項研究，以確定理論在不同社會環境的適用範圍，如：本港低收入在職父母，以及內地新移民學生如何適應香港社會生活等。



Dr Hou with his psychology students
侯博士與修讀心理學的學生

都市壓力

侯博士是本港土生土長的健康心理學家，對這個密集城市的壓力因素極為熟悉。他把這些歸咎於香港人口密度高、競爭大、資源有限。不過，他亦承認，這裡處處機遇，而追求最大利益，正是壓力的另一來源。

香港競爭激烈，導致學生為追求學業成就而承受巨大的心理壓力。身為家長，侯博士瞭解城市兒童所面對的多項壓力因素，並留意香港和紐約這類人口密度高的城市，學童心理健康問題，縱非嚴峻，亦與日俱增。因此，他深信當務之急是讓教師掌握基本的心理學知識。侯博士說：「教師就像精神健康的急救員，或首個轉介站，因為學童和教師之間的互動，有時還較家長為多。」

都市心理學家

侯博士是位多產的研究學者，亦是獲獎教師，涉獵的學術範疇極為廣泛，更身兼多職。因此，他十分感謝家庭對他一直全力支持。他自二零一零年起任職教大，曾獲教大傑出助理教授獎和傑出研究表現獎。他亦是教大社群心理健康研究中心總監，集中香港教育制度

中心理學動態的研究。他對心理學的興趣源自早年對社會科學及人文科學的愛好。在學生時代，他已為社會學、人類學和文學所吸引，漸漸對個人個案研究產生興趣，從而踏入心理學領域。



Dr Hou enjoying leisure time with his family
侯博士享受與家人一起的悠閒時光

Passionate Educator Innovates School Learning

滿懷教育理想 創新在校學習



Baptist Rainbow Primary School in Wong Tai Sin looks ordinary from the outside, but inside it is full of surprises; some classrooms are as colourful as children's favourite playgrounds, and students who excel in their studies, extra-curricular activities and personal conduct are rewarded with the opportunity to play video games with teachers during recess. This is all part of Principal Chu Tsz-wing's efforts to ensure that his students love the school and keep on top of their studies.

位於黃大仙的浸信會天虹小學，外型 and 一般小學無異，內裡卻充滿驚喜：部份教室色彩繽紛，猶如小朋友至愛的遊樂場；而學業、課外活動和操行表現優秀的學生，更可在小息時和老師一起玩電子遊戲，以作獎勵。這一切均源於校長朱子穎的努力——朱校長要令學生愛上校園，在這裡做自己喜歡做的事，同時兼顧學業。

One of Principal Chu's initiatives is the DreamStarter programme, which encourages students to pursue their dreams during the school's afternoon sessions. Since the programme was introduced in his school in 2016, students have created a bamboo treehouse with slide, and solar-powered wooden vehicles that can measure the concentration of air pollutants. Each of these creations is a special toy the students pride themselves in creating. Because of its wide recognition, the programme is set to be launched in 15 local schools in September 2018.

Putting Theory into Practice

Chu graduated from The Hong Kong Institute of Education, now EdUHK, in 2003. Upon entering the teaching field, he was well-versed in the prevailing teaching theories, which advocated experiential learning. However, he soon discovered that rote learning was still commonplace. This prompted him to make a difference in whatever way he could. "You can't just create a new school from scratch overnight, but you have to at least try to effect change," said Chu.

In 2013, he took over the then under-enrolled Baptist Rainbow Primary School. Determined to make improvements, he strived to put theory into practice and set his sights on filling the existing educational gap. Chu said: "Education is all about change. As educators, we should anticipate what the world will be like in the future and then 'incubate' children by equipping them with the skills that will be in demand decades from now." For this reason, his school joined the CoolThink@JC programme, working with an EdUHK team to cultivate the students' computational thinking and programming skills.

New Career Path

Largely due to Chu's efforts, the school has become a much sought-after choice among parents. He is grateful that his work there has given him the opportunity to realise his education ideals. In the near future, Chu will start a new chapter of his career, becoming the Chief Headmaster of St. Hilary's Primary School, which he expects to transform into Asia's first-ever EduTech Test Bed School, using his creativity and vision.

Chu emphasised: "One unchanging and beautiful quality of education is that it can change not only the students' lives, but also the lives of their family. This is what I learnt during my four years at my alma mater."

朱校長其中一個新舉措是啟夢者計劃 (DreamStarter)：學生可以利用下午時間依興趣學習，追尋夢想。自二零一六年計劃推出以來，學生已建造了有滑梯的樹屋、可量度空氣污染物濃度的太陽能木頭車。對學生來說，每件作品都是他們引以為榮的特別玩具。由於啟夢者的模式備受認同，計劃將於二零一八年九月推廣至十五所本港學校。

“ One unchanging and beautiful quality of education is that it can change not only the students' lives, but also the lives of their family. This is what I learnt during my four years at my alma mater.

教育有一個永恆而美麗的特質，就是：它可以改變人的一生，從而改變整個家庭的命運。這正是我在母校四年所學習到的。

理論結合實踐

這位不一樣的校長，二零零三年畢業於當年的香港教育學院（現為香港教育大學）。四年的大學課程為他打下了堅實的體驗式學習理論基礎。任教後他才發現：理論和現實竟存在極大差距，死記硬背的灌輸式學習始終大行其道。為此，他費盡心思要別開蹊徑，改變現狀。他笑道：「你總不能一夜之間創立一所煥然一新的學校，但至少你總要嘗試改變。」

二零一三年，朱校長接手當時收生嚴重不足的浸信會天虹小學，銳意改革。他既要實踐教育理論，更要填補現時教育的不足。他指出：「教育的本質就是改變。教育工作者應要前瞻世界將來的變化，從而『孵育』小朋友，讓他們具備未來數十年世界所需要的技能。」因此，浸信會天虹小學參與了「賽馬會運算思維教育」計劃，與教大團隊合作，培養學生的運算思維和編程能力。

Chu Tsz-wing in his graduation gown
身穿畢業袍的朱子穎



事業新發展

在朱校長努力下，浸信會天虹小學搖身成為備受家長追捧的心儀學校。他感恩這裡提供讓他實現教育理想的空間。不過，在不久的將來，朱校長會開展他職業生涯新的一章，成為德萃學校總校長。他期望繼續憑無限創意和前瞻視野，把該校發展為亞洲第一所「教育創科學校」。

朱校長強調：「教育有一個永恆而美麗的特質，就是：它可以改變人的一生，從而改變整個家庭的命運。這正是我在母校四年所學習到的。」



Gratitude to Donors 銘謝捐獻人士

On 11 May, The Education University of Hong Kong Foundation held a reception to express its gratitude to donors for their unfailing support and to present scholarships to students with outstanding academic achievement or performance in other areas. Acting Chief Secretary for Administration Mr Wong Kam-sing graced the occasion with his presence as Guest of Honour.

五月十一日，香港教育大學基金舉辦感恩茶聚，感謝捐獻人士的不懈支持，並為學術成績優異及在其他領域表現出色的學生頒發獎學金。活動獲署理政務司司長黃錦星先生蒞臨並擔任主禮嘉賓。

Meeting with UGC's New Secretary-General 與教資會新任秘書長會面



On 8 May, EdUHK President Professor Stephen Cheung Yan-leung and EdUHK Vice Presidents met with newly appointed University Grants Committee (UGC) Secretary-General Professor James Tang Tuck-hong (centre). They discussed the latest developments of the University and exchanged views on the higher education sector.

五月八日，教大校長張仁良教授偕同幾位副校長與大學教育資助委員會（教資會）新任秘書長鄧特抗教授（圖中）會面。與會者討論有關本校的最新發展，並就高等教育交流意見。

EdUHK in New York

教大在紐約

EdUHK sent a strong delegation to the Annual Conference of the American Educational Research Association, held in New York City from 13 to 17 April. During the Conference, the University hosted a well-received reception for around 300 academics, who represented 135 universities, professional organisations and publishers from 22 countries.

教大派遣陣容鼎盛的代表團，遠赴紐約參加於四月十三日至十七日舉行的美國教育研究協會年會。期間，本校為來自二十二個國家約三百名學者舉辦接待會，他們分別代表一百三十五所大學、專業組織和出版商。



Tribute to Distinguished Individuals

向傑出人士致敬

On 23 March, EdUHK paid tribute to five distinguished individuals – Mr Cheung Man-kwong, Dr Sanly Kam Shau-wan, Dr Michael Mak Hoi-hung, Mr Francis Ngai Wah-sing, and The Honourable Abraham Shek Lai-him, in the Honorary Fellowship Presentation Ceremony. The Honorary Fellows, who come from diverse backgrounds, were applauded for their accomplishments and contributions to the University, education and the wider community.

三月二十三日，教大舉辦榮譽院士頒授典禮，頒授榮譽院士銜予五位來自不同背景的傑出人士，分別為：張文光先生、甘秀雲博士、麥海雄博士、魏華星先生與石禮謙議員。在典禮上，教大表彰他們對教大、教育及社會的貢獻及卓越成就。

Kindergartens Take Off

幼稚園飛躍發展

Whether it was singing classic songs like *Twinkle Twinkle Little Star* or playing games with toys, we all, regardless of age, have fond memories of our kindergarten years. The story of early childhood education in Hong Kong stretches back to the late 19th century, several decades after German educator Friedrich Froebel first developed the concept of kindergarten, or “garden for children”.

The *Early Learning in Hong Kong - Past and Present* exhibition at the Hong Kong Museum of Education recounts the humble origins and swift development of the city's kindergarten system. “At a time when Hong Kong has recently launched free quality kindergarten education, it is opportune to look back at how early childhood education has evolved and developed over the past century,” said Curator Karen Cheung Shu-tai.

Early childhood education in Hong Kong took off after the Second World War, when a rapidly growing population and increasing labour force participation caused the number of children enrolled in kindergarten to jump from about 18,559 in 1958 to 192,517 in 1979. With the booming early childhood education sector, the government began to play a more active role in 1981 to facilitate pre-primary education services, including the training of qualified kindergarten teachers. In 2006, child-centredness became a guiding principle of Hong Kong's early childhood education, and to make kindergarten services more affordable for families, the government introduced the landmark Pre-primary Education Voucher Scheme the following year.

From the 2017/18 school year, local children can attend half-day kindergarten classes free of charge as part of the government's new policy to provide every child with 15 years of free schooling. Today, child-centredness remains an essential concept informing Hong Kong's early childhood education policy. Future challenges include providing necessary support for non-Chinese-speaking students and students with special educational needs.

我們無論甚麼年紀，對於童年幼稚園生活總有些美好回憶，不論是高唱《一閃一閃小星星》之類的經典兒歌，還是與小朋友一同遊戲、玩玩具的情景。幼稚園（或稱「兒童花園」）的概念是由德國教育家弗里德里希·福祿貝爾創立，數十年後至十九世紀末，香港幼兒教育才開始萌芽。

“My kindergarten birthday parties were some of my happiest memories. No matter what, I would never take sick leave on those days,” said EdUHK President Professor Stephen Cheung Yan-leung.

教大校長張仁良教授回憶其幼稚園生活時，笑道：「當年最開心的時刻就是幼稚園生日會，無論如何也不會請病假。」

為了展示本地幼稚園教育由蹣跚起步到飛躍發展，香港教育博物館現正舉辦「香港幼兒教育今昔」展覽。館長張樹娣女士說：「適逢免費優質幼兒教育的實施，此時回顧幼兒教育在過去逾一世紀以來的演化和發展，最合適不過。」

香港幼兒教育於第二次世界大戰後迅速發展。由於整體人口及勞動人口急劇增長，報讀幼稚園的學生人數，從一九五八年的一萬八千五百五十九人，飆升至一九七九年的十九萬二千五百一十七人。隨著幼兒教育蓬勃發展，政府自一九八一年起積極促進學前教育服務，包括：幼稚園師資培訓。政府於二零零六年訂立以「兒童為本」作為課程的核心指引，並於翌年推出學前教育學券計劃，讓更多家庭可以負擔幼稚園教育的開支；該計劃可說是幼兒教育發展的里程碑。

由二零一七至一八學年開始，香港實施十五年免費教育新政策，讓本地學童免費就讀半日制幼稚園；而香港幼兒教育政策則繼續沿用「兒童為本」的基本理念。展望未來，幼兒教育仍需面對各種挑戰，包括：如何為非華語學生，以及有特殊教育需要的學生，提供所需支援。



Distinguished guests at the opening of the exhibition held on 31 October 2017

嘉賓雲集二零一七年十月三十一日舉行的展覽開幕禮



Building block time, 1962
玩積木時間 (1962年)

1960s



Big Brother Sunny Children's Magazine, c. 1970s
《辛尼哥哥兒童畫報》(約70年代)



1980s



Tuition receipt (HK\$10) from Rui Zhen Kindergarten (replica), 1967
瑞珍幼稚園港幣十元學費收據(複製品)(1967年)



Learning personal hygiene at the Lady Trench Day Nursery and Training Centre, 1971
戴麟趾夫人訓練中心暨日間幼稚園學生學習注重個人衛生 (1971年)



Kindergarten birthday party, c. 1980s
幼稚園生日會(約80年代)

Early Learning in Hong Kong
Past and Present

香港

幼兒教育

~ 今昔 ~

► Exhibition 展覽

Early Learning in Hong Kong - Past and Present

香港幼兒教育今昔

1 November 2017 – 31 October 2018

2017年11月1日—2018年10月31日

Monday - Sunday, 10:00am - 5:00pm (except public holidays)

週一至週日·上午10時—下午5時(公眾假期休館)

Hong Kong Museum of Education - The Education University of Hong Kong, Tai Po, Hong Kong
香港教育博物館(位於香港教育大學大埔校園內)

► Enquiries 查詢

Tel 電話: 2948 8814

Email 電郵: hkme@eduhk.hk

LKSF Donation Promotes E-learning and Supports Scholarships

李嘉誠基金會捐款 推動電子學習及設獎學金



EdUHK has received a generous donation of HK\$10 million from the Li Ka Shing Foundation (LKSF) in support of a scholarship scheme for the competitive recruitment of top talent to the University.

The LKSF donation will also be used to support two e-learning platforms: *Cornerstone Maths*, developed by the world-renowned Stanford Research International, which promotes Mathematics e-learning in local secondary schools, and *Arguendo*, designed by the University of Toronto, which is used in conjunction with English learning to develop critical thinking skills.

教大獲李嘉誠基金會慷慨捐款港幣一千萬元，設立獎學金以表揚在多個領域學術成績表現優秀的學生。

是次捐款亦會用作支持兩個電子學習平台——分別是由史丹福國際研究所開發、推動本地中學數學科電子學習的「基石數學」，及由多倫多大學設計、結合英語學習以發展批判性思維的「Arguendo」。



From left: Li Ka Shing Foundation Scholarship recipients Cha Yeon-kyung, Lam Hei-tung, Leung Ka-yan, and Chan Hon-sum posing a photo with EdUHK President Professor Stephen Cheung Yan-leung and Council Chairman Professor Frederick Ma Si-hang

左起：李嘉誠基金會獎學金得主車年炘、林曦彤、梁嘉恩、陳衍深與教大校長張仁良教授及校董會主席馬時亨教授合照



EdUHK Rugby Team during a training session
訓練中的教大橄欖球隊

Greener Field 綠草如茵

The soccer pitch at EdUHK's Tai Po campus is a centre of athletic and social life at the University. The newly resurfaced playing field is ideal for friendly matches, team practice and training for football and rugby. Using a new, thicker and more durable artificial turf developed in the Netherlands, the resurfaced pitch is sure to meet the demands of EdUHK sports enthusiasts for years to come.

位於大埔校園的教大足球場，一直是本校舉辦體育及社交活動的中心。重鋪草皮後，無論用作足球或橄欖球友誼比賽、團隊練習或訓練，都極為理想。場地採用由荷蘭新研發，更厚、更耐用的人造草皮，定能滿足教大體育愛好者未來需求。

Caring Campus 關愛校園

For 13 consecutive years, the University has been named a Caring Organisation by the Hong Kong Council of Social Service, in recognition of its sustained efforts to care for its employees and the community. The University also provides employment opportunities for people with disabilities in various offices, and places special emphasis on staff development, work-life balance and family-friendly practices.

本校連續十三年獲香港社會服務聯會確認為「商界展關懷」機構，肯定其關懷員工、關心社會的不懈努力。本校不同部門也有聘用殘疾人士，並重視員工發展，推行有利平衡生活與工作，以及家庭友善等措施。



From left: June Hung Ku-chu, Sarah Lee Oi-yi, Lisa Cheng Wai-yu and Emil Li Cheuk-wai
左起：孔古珠、李藹怡、鄭慧渝和李卓威

Work Hard and Smart in Silence

默默耕耘

I have been working at the EdUHK Library for three and a half years. Despite my hearing impairment, my colleagues are willing to communicate with me patiently, and that really warms my heart. My attitude in the workplace is to learn from scratch and raise questions whenever I'm not sure. I will keep learning and working with a grateful heart.

我在教大圖書館工作差不多三年半，同事很有耐性跟我這聽障人士溝通，讓我感覺到溫暖。我認為工作要從基本做起，不怕不會做，只怕不學、不問。我會懷着感恩之心，在工作中學習，在學習中進步。

Sarah Lee Oi-yi 李藹怡

Part-time Office Assistant 兼職辦公室助理

I love my job because I work happily with my colleagues. I am responsible for book shelving, scanning documents and organising newspapers. Every summer vacation I bring my daughter to visit the beautiful campus, with its flowers and fresh air.

我喜歡上班，和同事相處融洽，合作愉快。我的工作主要是負責將書上架、掃描文件和整理報紙。每年暑假，我會帶女兒回校園探訪同事：這裡環境舒適、空氣清新，還有美麗的花草樹木。

Lisa Cheng Wai-yu 鄭慧渝

Part-time Office Assistant 兼職辦公室助理



The University's contestants in Climathon 2017 brainstorm climate change solutions in EdUHK's Eco Garden
 本校氣候馬拉松參賽者，在教大生態園思考如何解決氣候變化問題

Go Green 綠色校園生活

Going green is an integral part of EdUHK students' campus life, and they have been engaged in environmental conservation projects and activities to promote green living in the community.

綠色生活是教大學生校園生活中，不可或缺的部份，他們參與不同的環保活動和工作坊，並在社區宣揚綠色生活的訊息。

Selling bouquets made up of locally grown organic vegetables during the Congregation
 由本地有機蔬菜製作成的花束，於畢業禮期間發售



Students and their orchestra tutors perform a joyful parade on campus with musical instruments made from used bottles
 學生與樂團導師利用回收玻璃樽在校園內巡遊表演敲擊樂



EdUHK students spread awareness of recycling in the Tai Po Community by displaying fashionable second-hand clothing
 教大同學走進大埔社區，展覽二手潮流衣物，宣揚循環再用訊息



Po Ho-lam 布皓菀

Bachelor of Education (Honours) (English Language)
英國語文教育榮譽學士

Ethiopia 埃塞俄比亞

International Service Leadership Programme 國際服務領袖計劃

To better understand the lives of refugees and the challenges they face, EdUHK students made a two-week humanitarian service tour to Ethiopia in June 2017. The student-led tour was organised with support from the University and the Hong Kong Red Cross. Po Ho-lam, one of the participants, shares her experience with *Education-plus*.

為了解埃塞俄比亞難民的生活與挑戰，教大學生於二零一七年六月遠赴當地參加為期兩周的人道主義服務團。在本校和香港紅十字會的支持下，服務團由學生自行帶領及籌劃。布皓菀是其中一位參加者，她與《超越教育》分享途中的所見所聞。



Playing a game with students from Addis Ababa University
與亞的斯亞貝巴大學的學生玩遊戲



Reflecting upon life values with volunteers from the Ethiopian Red Cross Society
埃塞俄比亞紅十字會義工·與我們一起分享其人生價值觀



Pictured with students in the Jesuit Refugee Service. Some of them have since moved to other countries to pursue their dreams
在耶穌會難民服務社與學生合照·他們部份已獲別國收容·追尋夢想



Refugees from Eritrea who have fled to Ethiopia for a new life
從厄立特里亞來到埃塞俄比亞·重獲新生的難民



Vietnam 越南



Leadership Enhancement and Development Programme

領袖訓練體驗計劃

In December 2017, EdUHK students participated in a two-week experiential learning programme in Vietnam, where they gained a better understanding of the country's history and culture by interacting with people from different backgrounds and engaging in local volunteer work.

二零一七年十二月，教大學生在越南參加為期兩周的體驗學習活動。他們除了與不同人士交流，亦參與當地義工服務，了解當地的歷史和文化。



Interacting and singing with a child with disability
與一名殘障兒童互動及唱歌

Chan Ka-yee 陳嘉儀
Bachelor of Education (Honours)
Primary
小學教育榮譽學士



Lesson on Vietnam's history at the War Museum
參觀戰爭遺跡博物館，認識越南歷史



Visit to the Tan Dinh Church
in Ho Chi Minh City
參觀位於胡志明市的耶穌聖心堂

EdUHK's academic staff contribute to the advancement of knowledge through research and scholarship. The University also builds academic platforms with local and overseas partners and institutions to facilitate the exchange of new knowledge in education and complementary disciplines, as well as insights among scholars from around the globe.

教大教研人員的學術及研究工作有助增進知識。本校亦與本地和海外的夥伴機構建立不同的學術平台，促進來自世界各地，教育與相關學科的學者交流新知洞見。

Reading Hong Kong Series

閱讀香港系列

To foster knowledge transfer and discussion in the area of Hong Kong society, The Academy of Hong Kong Studies (AHKS) of EdUHK has co-organised the "Reading Hong Kong Series" seminars with The Commercial Press since September 2016. Selecting books with the theme of Hong Kong society, AHKS has invited authors to share their writing experience and discuss the interactive relationship between the publications and Hong Kong's social development with AHKS Director Professor Lui Tai-lok, who is concurrently EdUHK's Chair Professor of Hong Kong Studies and Vice President (Research and Development). The theme of the third round of seminars, based on AHKS's 2018 annual theme, was "Study on the Diverse Ethnicity of Hong Kong".

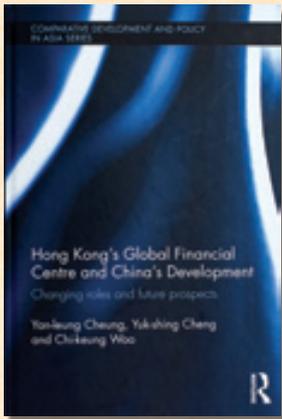
為推動有關香港社會的討論和知識轉移，教大香港研究學院自二零一六年九月起與商務印書館合辦【閱讀香港系列】講座，精選以香港社會為主題的著作，邀請作者分享寫作心得，並與兼任香港研究學院總監的教大副校長（研究與發展）、香港社會研究講座教授呂大樂教授一同探討著作與本港社會發展的互動關係。第三輪講座的主題亦是二零一八年度香港研究學院的探討主題——「研究香港多元族群性」。



Book Gallery

書影廊





Yan-leung Cheung, Yuk-shing Cheng and Chi-keung Woo

Publisher: Routledge

Hong Kong's Global Financial Centre and China's Development: Changing Roles and Future Prospects

This book provides an overview of Hong Kong's role as an international financial centre, focusing on how the city has contributed to Mainland China's economic development over the past decades. It also explores the potential of the city as an offshore financial centre amid an evolving regulatory environment. Given China's continued rise on the global stage and further opening up of its market, the book offers stimulating views on how Hong Kong can continue its success at the policy level and strengthen the competitiveness of its financial industry.

本書概述香港作為國際金融中心，過去數十年間對內地經濟發展的貢獻，並探討在不斷演進的監管環境下，本港成為離岸金融中心的發展潛力。中國在世界舞台持續崛起，更進一步開放市場，本書就此引發讀者深思：香港如何配合政策以保持其成功優勢，以及提升金融業的競爭力。



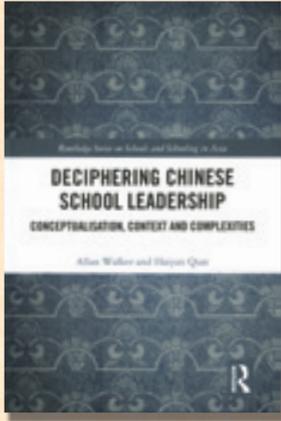
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亞洲及政策研究學系



Professor Lui Tai-lok (left) and Dr Ho Wai-yip (right), Associate Professor of the Department of Social Sciences, discuss the diverse ethnicity of Hong Kong with members of the public

呂大樂教授(左)和社會科學系副教授何偉業博士(右)與公眾探討香港的多元族群性



Allan Walker and Haiyan Qian
Publisher: Routledge

Deciphering Chinese School Leadership: Conceptualisation, Context and Complexities

This book provides new insights into school leadership in Mainland China. To do this it investigates how Chinese school leadership is conceptualised in the international and Chinese literature; explores the shifting context within which Chinese leaders enact their leadership, including discussion of recent influential policies; extends understandings of the complexities of their work lives and locates indigenous understandings of Chinese school leadership in the political and socio-cultural context of contemporary China, and the theoretical and conceptual context of international school leadership.

本書為中國內地學校領導提出新洞見，旨在剖析中國學校領導概念在國際及中文文獻中如何形成，探索學校領導制定其領才方案時所面對瞬息萬變的社會、政策脈絡，以及近年影響深遠的政策。本書拓展對學校領導複雜工作生涯的理解，並探尋在國際學校領導理論中，以及當代中國政治、社會和文化背景下，對中國當地學校領導的理解。



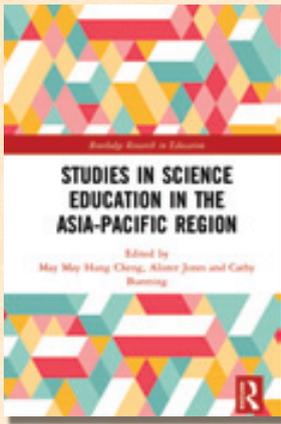
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Edited by May May Hung Cheng,
Alister Jones and Cathy Bunting
Publisher: Routledge

Studies in Science Education in the Asia-Pacific Region

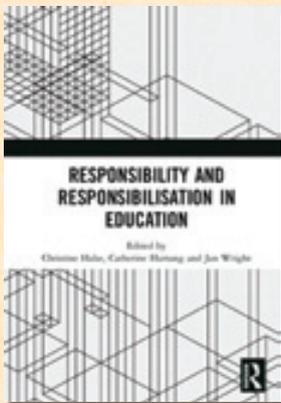
Consistent with international trends, there is an active pursuit of more engaging science education in the Asia-Pacific region. The aim of this book is to bring together some examples of research from Mainland China, Hong Kong, Taiwan, Korea, Japan, Singapore, Australia and New Zealand, being undertaken at a range of levels, from studies of curriculum and assessment tools, to classroom case studies, and investigations into models of teacher professional learning and development. The specific resources and strategies introduced in this book will provide a useful reference for curriculum developers and science educators when they design school science curricula, and for pre-service and in-service science teacher education programmes.

配合國際趨勢，亞太地區正積極推展更具吸引力的科學教育項目。本書旨在匯集一系列來自中國內地、香港、台灣、韓國、日本、新加坡、澳洲和新西蘭的研究實例，範疇涵蓋多個層面，包括：課程和評估工具研究、課堂案例，以及教師專業學習和發展模式的調查。本書所介紹的具體資料和策略，為課程開發人員和科學教育工作者提供參考，幫助他們設計校內科學課程及為職前和在職教師提供的科學教育課程。



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Cheng May-hung
鄭美紅教授

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Edited by Christine Halse,
Catherine Hartung and Jan Wright
Publisher: Routledge

Responsibility and Responsibilisation in Education

Concern about responsibility and responsibilisation pervades contemporary social and political life. This edited collection examines the operation of responsibility and responsibilisation in education settings around the world, how the two concepts are brought into being, and the impact they have on individuals and groups in education ranging from students and teachers in schools to assessment and universities. The authors underline the importance and diversity of responsibility and responsibilisation in education settings, and the dangers of viewing responsibility and responsibilisation in education as simple, fixed and benign concepts.

對責任與責任化的關注，滲透當今社會和政治生活各層面。本論文集探討世界各地教育界之中責任與責任化的相關運作，分析責任與責任化的實踐對於個人、不同群體，以至教育的影響，當中包括：學生、教師、評估及大學層面等。作者強調責任與責任化於教育界的重要性和多元性，力陳若將之視為簡單、不變和無害，將帶來弊病。



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Darryl S.L. Jarvis and Caner Bakir (eds.)
 Publisher: Palgrave Macmillan

Institutional Entrepreneurship and Policy Change: Theoretical and Empirical Explorations

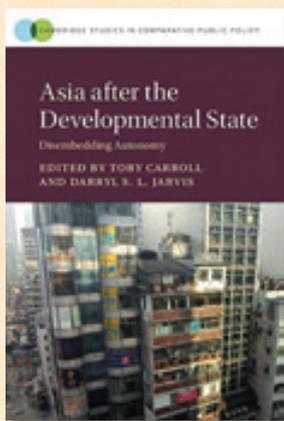
To investigate the role of agents in policy and institutional change, the book draws on cross-country case studies, with a specific focus on agential actors within institutional settings and processes of entrepreneurship that facilitate isomorphism and policy change. The book's theoretical framework is grounded in variants of institutional theory, especially historical, sociological and organisational institutionalism and policy entrepreneurship literature.

為探討代理人在政策及制度變革中所擔演角色，本著作利用跨國案例研究，聚焦於代理者如何在制度層面與創新進程中促進同構性及政策改變。本書的理論框架以體制理論的變體，尤其是歷史學、社會學、機構體制學及政策倡導學為基礎。



Professor Darryl S.L. Jarvis

Department of Asian and Policy Studies
 亞洲及政策研究學系



Edited by Darryl S.L. Jarvis and Toby Carroll
 Publisher: Cambridge University Press

Asia after the Developmental State: Disembedding Autonomy

Asia after the Developmental State presents cutting-edge analyses of state-society transformation in Asia under globalisation. The volume incorporates a variety of political economy and public policy oriented positions, and collectively explores the uneven evolution of new public management and neoliberal agendas aimed at reordering state and society around market rationality. Taken together, the contributions explore the emergence of marketisation across Asia, including Mainland China, Japan, South Korea, Indonesia, Malaysia and Vietnam – what is now often described as the world's most economically dynamic region – and the degree to which marketisation has taken root, in what forms, and how this is impacting state, social and market relationships.

《已發展的亞洲》就全球化之下亞洲各國的國家社會轉變，作出新穎獨到的分析。本書收錄不同政治經濟及公共政策觀點，探索以市場化為主軸、推動國家社會重新排序的新公共管理及新自由主義議題。不同作者的文章，都旨在探討被統稱為全球經濟最活躍地區的亞洲多國市場化現象——當中包括：中國內地、日本、南韓、印尼、馬來西亞及越南，並探視各國的市場化進程、模式，以及對國家體系、社會及市場關係的影響。



Annie Hau-nung Chan,
Lawrence Ka-ki Ho
Publisher: Palgrave MacMillan

Women in the Hong Kong Police Force: Organizational Culture, Gender and Colonial Policing

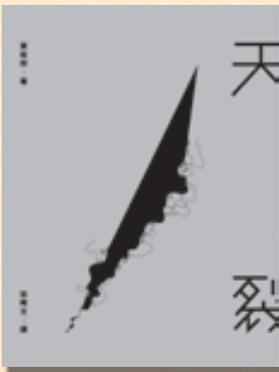
This book examines the development of women in the Hong Kong Police Force (HKPF) over the past 68 years, from the early colonial years when calls to include women in the law enforcement first emerged – including the recruitment of the first female sub-inspector in 1949 – to the current situation in which policewomen constitute 15 per cent of the total HKPF establishment. This interdisciplinary work is relevant to the fields including women’s studies, gender studies, policing studies, criminology, colonial history, sociology and organisational studies, and will appeal to academics, students and lay readers interested in the development of women in policing.

本書檢視了過去六十八年女性在香港警隊的發展。作者從殖民地早年初次出現讓女性加入執法部門的呼聲開始，談到一九四九年聘用首名女性副督察，以至如今女性佔香港警隊編制百分之十五的現況。這本跨學科著作內容涵蓋女性研究、性別研究、警政研究、犯罪學、殖民地歷史、社會學，以及機構研究。本書對學者、學生及對女性於警政體系內角色發展具興趣的一般讀者而言，別具趣味。



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黃裕邦著 徐唏文譯
出版社：水煮魚文化製作有限公司

天裂

Crevasse 為二零一六年 Lambda Literary Award 男同志詩歌組之獲獎詩集，作者黃裕邦。《天裂》為其中文譯本，在大中華地區享負盛名。台灣詩人陳黎更評此書為「近年來所讀到的最具震撼力的詩集」。

A Chinese translation of Nicholas Wong Yu-bon’s *Crevasse* — winner of the 2016 Lambda Literary Award in Gay Poetry — the poetry collection has earned accolades in the Greater China Region. Taiwanese poet Chen Li has called it “the most intriguing collection of poems in recent years”.



Mr Nicholas Wong
Yu-bon
黃裕邦先生

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“Emigrants and Immigrants in Hong Kong” 2018,
acrylic paint stencils on drawing paper
「香港・流動的城市」2018，塑膠彩，模板，紙本

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