

Education-plus

超越教育

July 2019
二零一九年七月

Passing the ball wide

薪火相傳 廣授球藝



Silver jubilee celebrations
銀禧校慶

Interview with Professor Si Chung-mou
施仲謀教授專訪

Early advocate of STEM
體育教育STEM先鋒



香港教育大學
The Education University
of Hong Kong



Members of the team representing Hong Kong at the 9th FIT Touch World Cup: (from left) alumnus Mr Zanio Yong Chi-fung, students Miss Chung Ka-ling and Miss Wong Chi-ling, and alumni Mr Nick Lam Wan-chun, Mr Pang Ho-lam and Mr Ng Chok-shing
代表香港出戰第九屆國際非撞式欖球聯盟非撞式欖球世界盃的成員：
(左起) 校友翁志豐先生、學生鍾嘉鈴小姐及黃祉羚小姐、校友藍尹聰先生、彭皓霖先生、吳作城先生

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State Key Laboratory advances environmental education

國家重點實驗室 促進環境教育

The University's first State Key Laboratory was opened in June last year, in alignment with EdUHK's ongoing efforts to promote environmental studies as a discipline complementary to education. As a consortium member of the State Key Laboratory of Marine Pollution (SKLMP), the University's role is to conduct pioneering research pertaining to solving imminent marine pollution problems that pose a significant threat to our environment and public health.

Winning collaboration

Founding Director of the SKLMP, Professor Rudolf Wu Shiu-sun, Research Chair Professor of Biological Sciences, said the Laboratory has a laudable mission, which he is happy to see continues to this day. He recalled the exciting moment when he built a team of experts from six universities in Hong Kong in response to the invitation of China's Ministry of Science and Technology for the establishment of State Key Laboratories in the Hong Kong Special Administrative Region in 2007.

Professor Wu said that to his knowledge, it was the first State Key Laboratory to conduct research involving scholars from different disciplines (including biology, chemistry, physics, statistics and engineering) and different universities, working towards a common goal. "It's a true collaborative effort; we share projects, resources, facilities, graduate students and manpower across different universities," he said. As a consortium member, EdUHK brings its competitive advantage in environmental education and a strong relationship with the school sector to the SKLMP. EdUHK team members are leading a project to examine the prevalence and health effects of endocrine-disrupting chemicals (EDCs), and how these chemicals may affect our marine environment, our school children, and future generations.

去年六月，教大首間國家重點實驗室投入服務。實驗室與大學一貫致力推動環境研究，以配合多元學科教學的方向一致。教大作為海洋污染國家重點實驗室其中一員，主要負責進行開創性研究，解決對環境和公共健康構成重大威脅、迫在眉睫的海洋污染問題。

多方共贏的合作項目

海洋污染國家重點實驗室始創主任、科學與環境學系研究講座教授（生物科學）胡紹樂教授表示，實驗室創立至今，一直秉持為人稱道的使命。二零零七年，他應中國科學技術部之邀，申請在香港特別行政區成立國家重點實驗室，並集合本港六所大學的專家組成團隊。回想當時情景，至今說來仍是無比興奮。

就胡教授所知，這是首間採用融合運作模式的國家重點實驗室，滙聚來自不同大學、不同學科（包括生物、化學、物理學、統計學及工程學）的學者，為共同目標努力。他說：「這是名副其實的團隊合作。我們分享不同大學的項目、資源、設施、畢業生與人力資源。」教大作為國家實驗室其中一員，將本身於環境教育的競爭優勢，以及與學界的緊密聯繫，帶入海洋污染國家重點實驗室。由教大團隊領導的研究項目為：探究內分泌干擾物（又稱環境賀爾蒙）這類化學物的普遍性及其對健康的影響，以至對海洋環境、學童與下一代的潛在影響。



Seaweed biodiversity in Hong Kong

Methodology (Continued)

- Underwater photographs are taken in the habitat of the seaweeds from Fig. 2.
- The sampled seaweeds are transported to laboratory immediately for drying and mounting (Fig. 3).
- Three systems of seaweed under microscope for identification, 1) primary: A portion of the seaweed thallus are preserved in alcohol gel for further DNA sequencing study (Chan & Cheung 2015).

Results

- A total of 17 species was found between January and May 2013 and 17 have been identified. Other samples will be identified by the aforementioned methods in July 2013.
- 15, 10 and 11 species of green, red and brown seaweeds respectively were found.
- 11 species were suspected to be new physiological seaweeds when compared with literature. Two examples are shown in Fig. 4, 5.

Fig. 4 Green algae (Chlorophyta)

Fig. 5 Brown algae (Phaeophyta)

Fig. 6 Green algae (Chlorophyta)

Fig. 7 Thallus of *Enteromorpha* sp.

The Education University of Hong Kong

Understanding Intention of Students

Background:

- Shark fin consumption in Chinese communities is a major contributor to the global decline of shark populations in recent decades.
- Relevant education to Chinese primary students is required to address the problem of shark conservation.

Objectives:

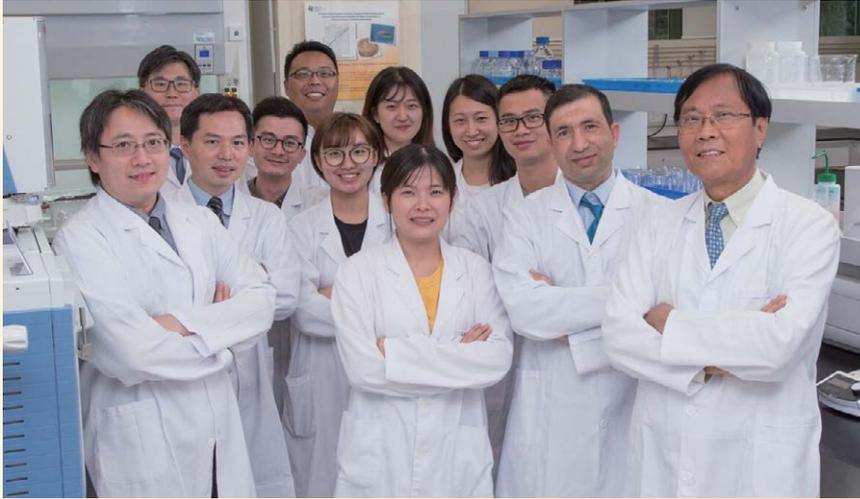
- To investigate the perception of primary students in Hong Kong, Taiwan and Mainland China of shark and enable them to understand the ecological role of sharks in marine ecosystems.
- To investigate the basic wildlife belief, the orientation and behavioral intention for shark conservation in the Chinese communities using wildlife value orientation model.
- To test which factors, perceptions, understandings about sharks and other demographic variables will affect the value orientation, attitudes, and behavioral intentions of Chinese primary students towards shark conservation.

Methodology:

- Survey at least 500 primary 5-6 students of 60 primary schools in three Chinese communities: Hong Kong, Taiwan, mainland China.
- Questionnaire: to collect demographic data and the five psychometric constructs based on literature.
- Semi-structured interviews: to investigate the perceptions of different stakeholders in shaping the pro-shark conservation of the students.

Fig. 1 The philosophical framework (model) of this study

Professor Rudolf Wu Shiu-sun
胡紹樂教授



(Right) Professor Wu and his team at the SKLMP
胡教授(右)與其團隊在海洋污染國家重點實驗室留影

Long ago, Professor Wu already recognised that it was necessary to tap into the vast amount of funding across the border, and he is currently looking to build partnerships with universities and organisations on the Mainland. “It’s not only about doing research,” he said. “The mandate of State Key Laboratories is to make an impact in China and beyond, especially in tackling scientific issues of national importance.” The excellent results attained in the review of 2019 are perhaps the best testimony of the synergistic advantages of this inter-institutional platform, which is making an impact through high-quality, world-leading research in marine pollution.

多年前，胡教授已認為有必要迎合有龐大經費投入的跨地域研究。目前，他正探討如何能與內地大學及機構建立夥伴關係。他說：「這不僅是為了研究。國家重點實驗室的任務，是為中國及以外地區帶來重大的影響，尤其在處理國家重視的科學議題方面。」在二零一九年，海洋污染國家重點實驗室獲評定為優秀單位，印證這個跨院校平台的協同優勢，正藉著世界領先、質素極高的海洋污染研究，發揮其影響力。

Water: a precious resource

Professor Wu has served on many expert advisory groups of the Hong Kong Government and international organisations, including the United Nations, the International Maritime Organization and the Intergovernmental Oceanographic Commission. He said water is our greatest resource, especially in the coming decades. He explained that the interconnected ocean system makes the Earth habitable for mankind by playing a role in regulating global temperatures and weather, hosting a vast array of organisms, and providing sustenance for all living beings. Indeed, one of Professor Wu’s main research focuses is on marine life, one of the UN Sustainable Development Goals, in particular, the molecular and ecological responses of marine animals to environmental stresses, such as EDCs, xenobiotics and hypoxia.

Rising global temperatures and worsening coastal pollution are altering the marine environment, he pointed out. In particular, low oxygen in water (known as hypoxia), caused by various human activities, is affecting vast areas of the ocean, and is impairing the reproduction and development of marine life worldwide. He said this has resulted in the depletion of fish stocks to alarming levels, and warned that in the long run, it could lead to the extinction of many species.

珍貴的水資源

胡教授曾任多個專家顧問組的成員，包括香港政府以及聯合國、國際海事組織、政府間海洋學委員會等國際機構。他認為，水是最珍貴的資源，在未來數十年更為重要。他指出，關係緊密的海洋系統，塑造了適合人類居住的地方，適當調節全球氣候和天氣，為大量不同生物營造居所和供應食糧。事實上，胡教授其中一項重點研究，正是海洋生物，這亦是聯合國可持續發展目標之一；尤其有關海洋生物對內分泌干擾物、異質物及海洋缺氧等多種環境壓力所產生的分子和生態反應。

全球氣溫上升、海洋污染，正在改變海洋環境；人類各種活動更令大片海洋出現缺氧現象，影響海洋生物的繁殖與成長。胡教授警告，缺氧已令魚群數量急速下滑，長遠還會導致不少物種滅絕。

Research for the future 研究為未來

Fundamental research of practical value

Bisphenol A (BPA), which is commonly used in plastic products, such as baby bottles, may disturb hormonal systems in humans, leading to cancers and reproductive impairments. Polybrominated diphenyl ethers (PBDEs), are used as flame retardants in a wide array of products, including building materials, electronics, furnishings and textiles. Professor Wu explained that many harmful chemicals have now become unavoidable in our daily lives. "The aim of our basic research is to identify harmful chemicals that can cause a public health risk for the next few generations, even in cases where the children have never been exposed to these chemicals before," he said. "Armed with this knowledge, we will also assess the environmental and public health risks of these chemicals by monitoring their level in the environment, and develop novel technologies for in-situ detection of EDCs and their effective removal from waste water." As an expert on environmental matters, Professor Wu explained that he understands people's concerns about pollutants, plastics, and the like, but cautioned that often the public's fears are not based on credible scientific evidence. He emphasised that scientific studies and evidence, like the research conducted by the SKLMP, are crucial for informing government policies and decision making.

具實用價值的基礎研究

雙酚A (BPA) 是一種工業用化學物，常用於嬰兒奶瓶之類的塑膠製品，會干擾人體荷爾蒙系統，更可能導致癌病與不育。另一種化學物，多溴二苯醚 (PBDEs)，常用作阻燃劑，見諸多類型產品之中，包括：建築材料、電子儀器、傢具及紡織物等。胡教授指出，我們的日常生活，無可避免會接觸到不少有害化學物質。他說：「我們所做的基礎研究，正是為了識別這類對下一代健康構成風險的有害化學物，儘管他們或許從不曾接觸過。具備了這些知識，我們就能監察環境中的化學物含量，評估它們對環境及公眾健康造成的禍害。研究是以創新的原位檢測方式探索內分泌干擾物，並把這些化學物從污水中有效去除。」胡教授直言，作為環境專家，他明白公眾對污染物、塑膠等物質的憂慮，但他也提醒我們，不要對缺乏科學證據的事物恐慌。他強調，科學研究及實證，就像海洋污染國家重點實驗室所做的，會作為政府政策制定的基礎。

Professor Wu's earlier research showed that hypoxia is an endocrine disruptor, which impairs the reproduction of fish, and which is also likely to occur in mammals, including humans. In a recent research on male fish, "Hypoxia causes transgenerational impairments in reproduction of fish" published in *Nature Communications*, Professor Wu and his team found that hypoxia can cause reproductive impairment, growth retardation, abnormal development, and sex changes in subsequent generations. This disturbing finding is consistent with the hypothesis of 'transgenerational stress inheritance', that is, parental exposure to stress or environmental changes can lead to modification of gene expression, or epigenetic changes, in their offspring. His research has been reported by many public, scientific and government media worldwide. To date, few studies have explored transgenerational impairment in females. In "Hypoxia causes transgenerational impairment of ovarian development and hatching success in fish" published in *Environmental Science and Technology* this year, Professor Wu and his collaborators at The University of Hong Kong, City University of Hong Kong and The Chinese University of Hong Kong revealed that the ovarian functions and hatching success of eggs of female marine medaka fish exposed to hypoxia were reduced, but more importantly, the study showed that the second generation of female offspring were also similarly affected despite never having been exposed to hypoxia.

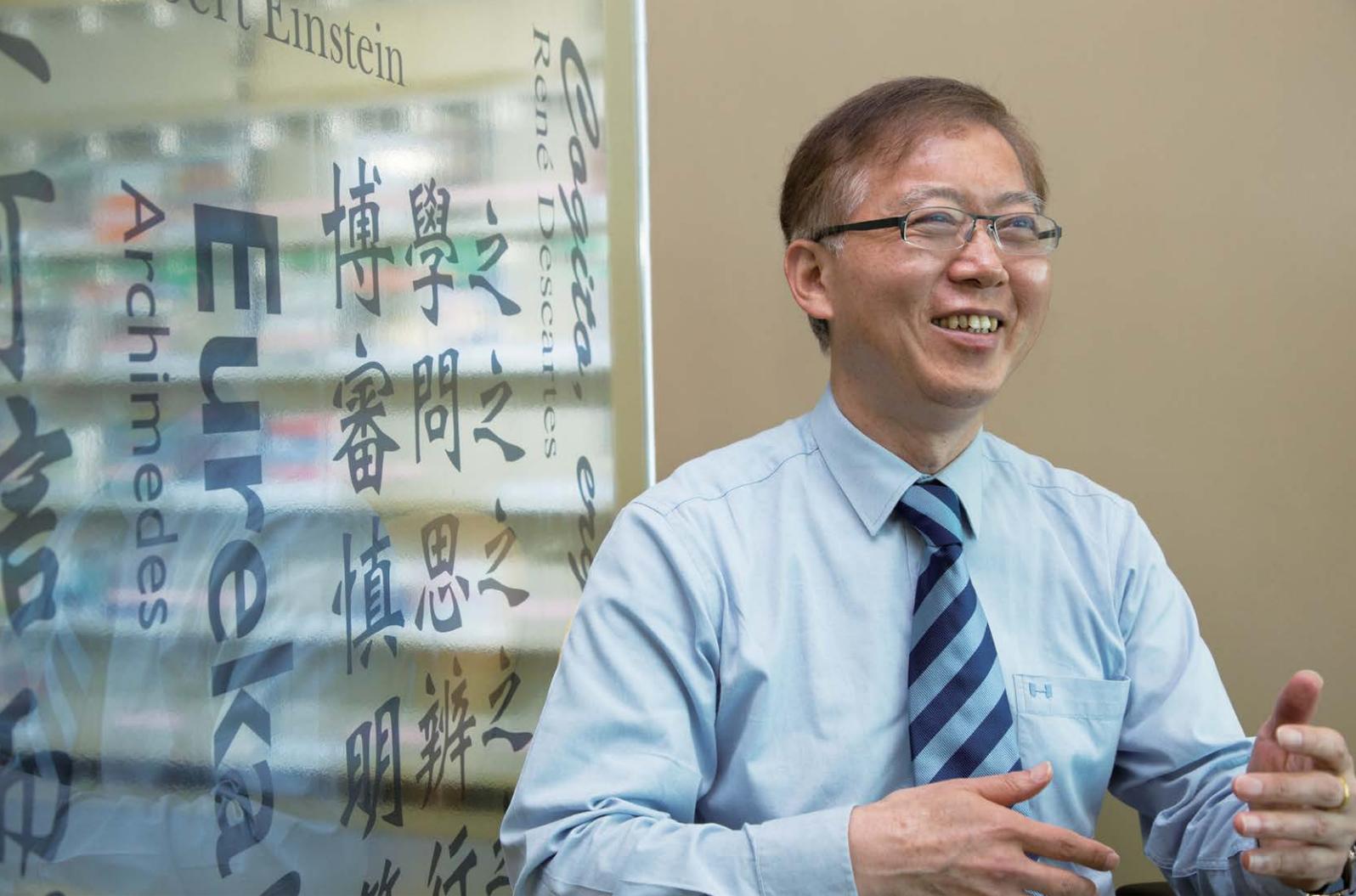
Taken together, these two milestone studies revealed that while the mechanisms of reproductive impairment are sex-specific, the effect of hypoxia can be passed down to subsequent generations in both males and females by altering gene expression, despite there being no change in the DNA sequence. Hence, hypoxia may pose a significant, long-lasting threat to the sustainability of fish stocks, threaten food security, and perhaps also pose a threat to human reproduction and development, once again, highlighting the important work done by scientists in the SKLMP and their collaborators around the world in marine ecosystem management and environmental risk assessment.



Development of fish
魚的發育過程

胡教授的早期研究顯示，缺氧會干擾生物的內分泌，影響魚類繁殖；對哺乳類動物，包括人類，或會造成類似影響。在近期發表於《自然通訊》的一項針對雄性魚類的研究，胡教授及其團隊發現，缺氧會導致隨後數代的生殖障礙、生長遲緩、發育異常及變性現象。這些令人不安的發現，符合「跨代壓力遺傳」的假設，即：壓力或環境的轉變，可導致後代生物基因表達的改變，又稱表觀遺傳變化。他的研究已獲全球公眾、科學及政府媒體廣泛報道。而就雌性動物跨代損害的研究，至今並不多見。在今年《環境科學與科技》期刊一篇論文中，胡教授與香港大學、香港城市大學、香港中文大學的專家一同揭示，因缺氧影響，海洋青鱒魚的卵巢功能及孵化成功率均有下降；而更重要的是，第二代雌性青鱒魚即使從未經歷缺氧，亦會出現相類狀況。

總括而言，這兩項意義重大的研究，反映繁殖功能受損的機制，與性別有關，即使DNA序列未有改變，缺氧的影響可通過基因表達遺傳給隨後數代的雄性與雌性。因此，缺氧對魚類的可持續性，將會造成嚴重而深遠的影響，甚至引發糧食安全，以至人類生育及成長的危機。這無疑再次顯示，國家海洋實驗室的科學家，以及他們在全球各地的夥伴，對海洋生態系統管理、環境監察和風險管理所作的工作，是何等重要。



Promoting the beauty of Chinese language and culture

傳播中文之美 弘揚中華文化

Passionate about the Chinese language for decades, Professor Si Chung-mou, Head of Chinese Language Studies at The Education University of Hong Kong (EdUHK), has been dedicated to training Chinese teachers for primary and secondary schools. In recent years, Professor Si's vision has widened to reach overseas, where he has initiated dialogues with scholars about experience in international Chinese teaching. He sees Chinese as a second language as an emerging trend, as foreigners are keen to understand the political and socioeconomic situation in contemporary China, as well as ancient Chinese philosophy, sages, and culture, through learning Chinese.

教大中國語言學系系主任施仲謀教授，情牽中文數十年，一直致力培訓中小學中文教師。除了守住本業，近年施教授亦放眼海外，積極與外國學者分享香港的國際漢語教學經驗，堅信中文作為第二語言，正在世界各地急速冒起，透過語言文字，外國人可了解當代中國的政經和社會情況、古哲聖賢的思想、中國文化的深厚底蘊。

The ever-rising “Chinese mania”

There has been a continuing rise in the number of people learning Chinese, in pace with the rapid economic development of China, which has assumed a significant role on the world stage. Professor Si said he noticed a mania for learning Chinese among foreigners in the past 20-plus years. Back in the 1980s, a lot of foreigners travelled to Hong Kong to study to equip themselves for the huge, fast-growing Chinese market and associated business opportunities. To date, hundreds of universities around the world have launched international Chinese learning programmes, and there are over 500 Confucius Institutes and more than 1,000 Confucius Classrooms in primary and secondary schools.

This April, Professor Si formed a team with 12 of his colleagues from the Department of Chinese Language Studies. They went on an exchange tour to Princeton University and Columbia University in the United States (US), where they conducted class visits, joined seminars to discuss Chinese language teaching, and explored opportunities for collaboration.

Professor Si delivered a speech at a seminar on the ideology of the International Baccalaureate (IB) and international Chinese teaching. He pointed out the lack of IB scholars engaged in East Asian Studies in the US, as most of the research topics revolve around undergraduates learning Chinese and how overseas born Chinese students learn Chinese. Traditionally, studies on teaching adults Chinese focus on the typical methods of audio-lingual practice. But the IB ideology, which includes 10 Learning Profiles, focuses on exploration and the daily application of theory during the learning process, which is a useful point of reference for adults learning Chinese.

The exchange with overseas scholars has fostered the internationalisation of EdUHK and connected the University with the teaching systems in advanced countries like the US and the UK. Professor Si laughed: “The Department is engaged in a very traditional subject, but the research it does is forward looking and very international.”

Professor Si and a delegation from EdUHK visit Princeton University and Columbia University in the United States in April
 施教授與中國語言學系同事組成代表團，於今年四月訪問美國普林斯頓大學及哥倫比亞大學



「中文熱」不斷升溫

隨著中國經濟急速發展，在國際舞台上的角色愈來愈重，學習中文的人亦愈來愈多。施教授留意到，過去二十多年，外國人學習中文的熱潮正在不斷升溫。他指，早於八十年代，已有不少外國人千里迢迢到香港求學，因中國市場龐大，商機處處，不少人都希望分一杯羹。時至今日，全球數百所大學紛紛開設國際漢語教學課程，孔子學院逾五百所，針對中小學的孔子課堂更多達一千間。

今年四月，施教授與中國語言學系同事一行十三人組成代表團，到美國普林斯頓大學和哥倫比亞大學進行學術交流訪問，活動包括觀課、與兩所大學的學者及老師開座談會，就中國語文教育的課題展開深入討論，並商議學術合作事宜。

施教授亦於研討會上發表演講，主題圍繞IB的教學理念及國際漢語教學。他說，美國大學裡的東亞學系和中文項目，幾乎沒有IB相關的學者，因他們大部分的課程，都是如何教外國大學生學中文，以及華裔學生學中文等，研究成年人如何學習漢語，而教學方法以傳統的聽說法為主。他指出，IB教學理念的十大培養目標，講求探索式教學，結合學生的生活和已有知識，對外國人學習漢語，很有參考價值。

與海外學者交流，亦是為了促進教大國際化，與先進國家包括美國及英國的教學經驗接軌。施教授笑言：「雖然系內同事大多來自傳統的中文系，但大家的教學研究，都是很前瞻性和深具國際視野的。」

Training international Chinese teachers

EdUHK's Department of Chinese Language Studies emphasises the training of local Chinese teachers. In recent years, it has put a lot of effort into promoting international Chinese teaching. Professor Si said that the Department's "core business" is still the five-year local training programme, but that the simultaneous development of international Chinese teaching is necessary because of the smaller student population resulting from Hong Kong's falling birth rate. There are more than 60 international schools in Hong Kong, he pointed out, and over 100 on the Mainland with Chinese teachers who need professional training.

As the economy of China progresses, Chinese will be used as "a second language" by more and more countries, and the need for Chinese learning will be on the rise. Professor Si said the scenario of international Chinese teaching has been changing: "In the past, foreign students came to China to learn Chinese. Now we as teachers go out to many places around the world to teach Chinese. We are reaching out!"

Apart from the undergraduate programme, the Master of Arts in Teaching Chinese as an International Language (MATCIL) is one of EdUHK's flagship programmes, which attracts a lot of mainland Chinese students. The programme is qualified for the IB Certificate in Teaching and Learning, enabling graduates to become internationally recognised IB teachers.

This year, the Department of Chinese Language Studies secured more internship opportunities for students. In addition to internships in local international schools, they might be offered six-week internships in schools in places such as Beijing, Shanghai, Vietnam and Singapore, including the United World Colleges (UWC) China campus.

Deterred by the difficult Chinese characters, most foreign students start learning Chinese by listening and speaking, using Hanyu Pinyin, an official romanisation system of standard Chinese. Professor Si points out that most foreigners start learning Chinese for functional purposes to make their work and travel to China easier. Learning Chinese also helps them understand the politics and economy of contemporary China, the thinking patterns of Chinese people, and Chinese culture. As they proceed to higher levels, they can even explore in more depth Chinese literature, art, calligraphy and Confucianism.

培育國際漢語教師

以往教大中國語言學系較重視本地中文教師的培訓，近年則大力發展國際漢語教學。施教授表示，該系的「本業」依然是五年制的師訓課程，但由於本地適齡學生人口減少，必須轉型，同時發展國際漢語教育。他指，香港有超過六十間國際學校，中國內地有超過一百所國際學校，這些學校的中文教師均需接受專業的師資訓練。

隨著中國經濟不斷增長，中文被更多國家選定為「第二語言」，施教授相信，學習中文的人只會有增無減。他說，以往國際漢語被稱為對外漢語，「以前外國學生到中國來學漢語，是請進來；現在我們到世界各地教漢語，是走出去。」



Professor Si's career is dedicated to Chinese teaching. He (second row, middle) was pictured with overseas Chinese learners in 2004
施教授一直致力推動漢語教學。圖為他（第二排中間）與一班外國學生於二零零四年的合照

除了本科課程，國際漢語教學文學碩士（MATCIL）亦是教大的旗艦課程之一，每年吸引大量中國內地學生來港修讀。該課程是IB教學證書認可課程，意味學員畢業後，可成為國際認可的IB教師。今年，中國語言學系為這些學生爭取更多實習機會，除了在本地國際學校實習，他們亦可到北京、上海、越南、新加坡等地的IB學校實習六週，其中更包括世界聯合學院中國常熟分校。

由於漢字艱澀深奧，外國學生學習中文時，往往要先由聽說開始，亦要依賴漢語拼音。他直言，大部分外國人學習中文，起初都是出於經濟誘因，他們最感興趣的，是當今中國的政治經濟社會情況，以及中國人的思維模式，通過語言，他們認識到當代中國文化，未來到中國旅行或工作時，便可派上用場。當他們愈學愈高階，便可隨自己的興趣探索中國文學、藝術、書法，甚至是儒家和道家思想。

Professor Si
(third row, first from left) stands
with Form 3 classmates of
Clementi Secondary School
施教授(第三排左一)與
金文泰中學中三丁班的同窗合照



Chinese remains his favourite subject

The Chinese language has an amazing charm that keeps drawing admirers to study it. Professor Si first encountered the Chinese language when he was a boy, as his father is a Filipino Chinese, who was very fond of the Chinese language and considered learning Chinese to be part of inheriting Chinese culture.

The name Si Chung-mou comes from a poem by the famous Chinese poet Xin Qiji, called *Song of the Southern Country*, which contains the line “Cao would have a son like Sun Zhongmou (Chung Mou).”

With the staunch support of his father, Si Chung-mou chose to study at the government-run Clementi Secondary School, a Chinese medium secondary school, at a time when English enjoyed a much more prominent role in society.

Si Chung-mou initially chose the science stream in Form 4, but after one semester switched to the arts stream to study the subject he loved most, Chinese literature. He was particularly grateful to his Form 4 Chinese teacher, whose beautiful recitations ignited his enormous passion for Chinese literature. Professor Si recalls his well-versed and knowledgeable teachers of Chinese and Chinese history, including Ms Fu Xueyu, who was a former princess in the Qing Dynasty, and Mr Wen Zhongxing, who was born into a family of scholars and whose father, Wen Su, was a *jinshi* (holder of the highest degree of the Imperial Examination in Imperial China). These teachers inspired him and deepened his interest in, and love for, the Chinese language.

Later on, Professor Si was admitted to The Chinese University of Hong Kong, where he initially chose to major in sociology, but changed to Chinese in Year 2. During his university days, he resolved to build his academic career on research and teacher training.

After graduation, Professor Si worked as a secondary school teacher for five years. In 1984, he joined the Institute of Language in Education, the predecessor of EdUHK, and started his vocation of training teachers of Chinese language and literature. In 2015, he returned to EdUHK to head the Department of Chinese Language Studies.

念念不忘 最愛還是中文

中文之美，愈是鑽研，愈是沉醉其中。施教授幼時已與中文結下不解緣，其父是菲律賓華僑，非常喜歡及重視中文，認為學習中文等於傳承中華文化。事實上，他的名字正出自著名南宋詞人辛棄疾的《南鄉子·登京口北固亭有懷》：「生子當如孫仲謀。」

在當時「重英輕中」的年代，父親大力支持他「反其道而行」，於是施教授選擇入讀歷史悠久的官立中文中學：金文泰中學。

升讀中四，文理分途，施教授選修理科後，發現自己始終心繫中文，讀了一個學期便轉回文科組，全因理科組不能選修中國文學。他感謝中四那年的中文老師，朗誦時書聲琅琅，鏗鏘悅耳，令他對中國文學產生極大興趣。他憶述當時不少中文和中文老師都有豐富學養，其中富學玉老師更是滿清格格，溫中行老師的父親溫肅太史是前清進士，來自書香世代。成長路上，這些中文老師有重要的示範和啟迪作用，令他從此情迷中文。

後來，施教授考入香港中文大學，起初主修社會學，但一年下來，他再次認清自己最愛還是中文，第二年毅然轉系。大學時，他立志要做研究和培訓教師的工作，從此踏上學術之路。

大學畢業後，施教授做了五年中學老師，一九八四年投考語文教育學院，亦即香港教育大學前身，展開中文教師的培訓工作。二零一五年，他重返教大，執掌中國語言學系至今。

Three tips to “revitalise” Chinese

Although Chinese is the mother tongue of most local students, many of them find the subject extremely difficult. Professor Si believes that local students’ fear of Chinese is caused by traditional, old-fashioned teaching methods.

He suggests three ways to ignite students’ learning interest:

- use comic animations
- employ e-learning tools
- promote recitals to bring out Chinese literature’s melodic beauty

三大方法「活化」中文

中文雖為本地學生的母語，但不少學生視之為「洪水猛獸」。施教授認為，本地生害怕學習中文，問題在於教學法，令中文一直有種守舊、傳統的感覺。

要燃起學生的學習興趣，他認為有三大方法：

- 以動漫形式增添活力
- 善用資訊科技輔助學習
- 提倡朗誦，利用文學感性去感染學生



Skills for green hospitality

與酒店業共建綠色未來

Governments around the world are taking steps to slow the pace of global warming. In the report titled *Hong Kong's Climate Action Plan 2030+*, a 70 per cent reduction in carbon intensity by the year 2030 was set. Achieving this ambitious target will require a major change in behaviour at both the corporate and individual levels.

Tourism is one of Hong Kong's pillar industries, and the 280-plus hotels play an important role in Hong Kong's success, both as an international business and tourism hub, and as a regional leader in green hospitality.

Gauging readiness

To assess how ready the industry is for a future green economy, The Education University of Hong Kong (EdUHK) conducted a research study from 2016 to 2018, involving 21 hotels and two guesthouses. Dr Margarita Pavlova, Associate Professor at the Department of International Education and project leader, said the study also examined the level of "green skills" among the workforce, which is often forgotten in policy blueprints, and the partnerships that are needed for change.

世界各地政府均致力尋求妙法，減緩全球暖化。根據港府發表的《香港氣候行動藍圖2030+》，香港預期於二零三零年將碳排放量減少百分之七十。要達到這個遠大目標，個人及企業行為的改變至為關鍵。

旅遊業是香港支柱行業之一。現時本港擁有超過二百八十所酒店，為香港這個國際商業及旅遊業中心，發揮重要作用，更讓香港成為「綠色酒店」的區域領袖。

現況把脈

為評估本地旅遊業是否已為「綠色經濟」做好準備，香港教育大學（教大）學者於二零一六至二零一八年間做過一項研究，涵蓋二十一所酒店及兩所民宿。國際教育學系副教授兼研究負責人Margarita Pavlova博士表示，這項研究審視了酒店業從業員對「綠色技巧」的認識程度；這正是政策發展藍圖一向較忽略的部分。此外，研究亦審視了哪些夥伴關係需要改變。

The research found that staff induction programmes rarely included environmental training. Only one hotel offered a 30-minute environmental literacy class. The lack of relevant training exacerbates barriers to adopting green practices. However, some progress is being made, especially in establishing management systems for sustainability, many of them led by international hotel chains implementing corporate policies. There are also creative solutions; Dr Pavlova cited one hotel which has an aquaponics system for growing herbs.

Joining hands to scale up sustainability

Through interviews, the research revealed areas in which the Government could work with the industry, such as developing hotel-specific green standards and guidelines, and a system for measuring sustainability. Other agencies, such as the Hong Kong Tourism Board, could create a “green travel advisor” and green awards, while the Environment Protection Department could increase recycling, building on the success of the Glass Container Recycling Programme for the Hotel Sector.

Internally, hotels need to adopt more systemic approaches for identifying and implementing a green pathway. This involves embracing technology and new management systems, as well as training. Best practices involve leadership and bottom-up engagement, supported by instruments such as green self-assessment and quality training materials for staff; and activities to promote a green culture. Dr Pavlova suggested that training should be provided at all levels of hotel operations. Interviewees also affirmed that the technical and vocational education and training (TVET) sector and higher education sector could be active partners.

While managers need to address day-to-day issues, such as waste management and energy efficiency, they should also prepare for a green future. Partnerships with external parties could provide much-needed impetus, and if the Government aims to reach its targets, it needs to be proactive in facilitating this transition.



Dr Margarita Pavlova
Margarita Pavlova博士

研究發現，酒店從業員的培訓課程中，與環境相關的訓練絕無僅有，只有一所受訪酒店會為員工提供一節三十分鐘的環境基礎課程。缺乏相關訓練，無疑有礙酒店業實施綠色舉措。不過，部分大型連鎖酒店開始有所部署，尤其在可持續發展方面，已建立管理系統，更不乏具創意之解決方案，並非毫無進展。Pavlova博士舉例指，有一所酒店已建立「魚菜共生」系統。

攜手擴大可持續發展

從連串訪問中，研究亦揭示了政府可與業界合作之範疇，如：發展酒店專用的綠色指標與指引，以及建立可持續發展之評估系統。有鑑於酒店業玻璃樽回收計劃的成功，環境保護署可加強回收行動；而其他組織，包括香港旅遊發展局，亦可設立「綠色旅遊顧問」及綠色獎章等，予以配合。

至於酒店內部，應採取更系統化的方法，逐步邁進環保之路，如：引入科技及最新管理系統，並加強培訓。這些實有賴管理層的領導，以及由上以下的參與，包括：建立與環保相關的自我評估工具、為員工提供有素質的培訓教材、舉辦各類宣揚綠色文化之活動等。Pavlova博士建議，相關培訓應涵蓋酒店運作的各個層面。而受訪者亦認同，職業及專業教育界與高等教育界可藉著夥伴計劃，與業界共同合作。

酒店經理除了進行廢物管理及提升能源效率等日常工作，亦應為綠色未來做好準備。透過與外界加強合作，相信能為酒店增添更多原動力。若港府希望能早日達成目標，亦應主動促成這類轉型。

Activities identified for the education sector to support:

- Providing training programmes and teaching materials for developing green skills
- Supporting applied research on sustainable operations and procurement
- Promoting innovation through spin-off companies that support the green economy
- Working creatively with the local community to recycle hotel consumables and to cultivate environmental awareness
- Piloting green hotel operations and developing a model green hotel
- Developing publicity for a “green guest experience in Hong Kong”

教育界支援綠色未來小錦囊

- 提供與環保相關的培訓課程及教材
- 支持與可持續發展之營運及採購相關之應用研究
- 借助支持綠色經濟的附屬公司宣揚創新精神
- 以創意方式與本地社群合作，回收酒店消耗品，培育環保意識
- 推行綠色酒店先導計劃，建立模範綠色酒店
- 發展及宣傳「綠色香港遊」旅客體驗



EdUHK–Cambridge joint research on theory of mind

教大夥劍橋研究「心智解讀」

The weak performance of Hong Kong children in age-appropriate tests of theory of mind (ToM) has been well documented. The awareness of mental states, such as the thoughts, wants, motives and feelings of others, and the realisation that these may differ from our own are vital for social interaction and can affect learning. Therefore, the delay in acquiring this social-cognitive skill is worrying and raises questions: What are the factors that affect the pace of reaching these developmental milestones, and can children catch up?

Previous studies established that there are differences in ToM acquisition, but they did not identify why. Dr Wang Zhenlin, Assistant Professor at the Department of Psychology at EdUHK, collaborated with University of Cambridge faculty members Professor Claire Hughes and Dr Rory T Devine, now a lecturer at the University of Birmingham, to explore the mechanisms that contribute to ToM development. Their two-part cross-cultural research, funded by the United Kingdom Economic and Social Research Council and the Research Grants Council of Hong Kong,

本港學童在適齡「心智解讀」測試中表現欠佳一事，早經廣泛報道。了解他人的心智狀態，諸如：思想、需要、意向和感覺，並明白可能與己有別，對社交互動至為重要，對學習亦有影響。因此，港童心智解讀能力落後的現象，不但令人憂慮，更帶出不少疑問：是甚麼因素影響孩子這方面的發展進程？他們又能否急起直追？

過往的研究證實，孩子發展心智解讀能力確有差異，但成因不明。教大心理學系助理教授王貞琳博士，與劍橋大學 Claire Hughes 教授及 Rory T Devine 博士（現任伯明翰大學講師）攜手合作，探究促進心智解讀能力發展的機制。他們的跨文化研究由英國經濟與社會研究委員會及香港研究資助局撥款資助。是次研究針對過往文獻的空白，分為兩部分進行：第一部分探討兒童中期階段，而近期的第二部分，則是首個直接比較本地及西方學前兒童對「錯誤信念」的理解

addresses gaps in the literature: the first looks at middle childhood; and the recently published research is the first study to directly compare false belief understanding (i.e., the understanding that an individual's beliefs may not be an accurate reflection of reality) of local preschool children with that of children living in the West.

Some have attributed the marked contrasts between East and West to cultural differences, namely individualist versus collectivist cultures. But this cannot fully explain the perplexing delay among Hong Kong children relative to children in mainland China, especially as command of more than one language and having siblings are assumed to play a role in ToM development. Another factor is executive function (EF), but the researchers found that despite having a higher EF score, Hong Kong primary students had a significantly lower ToM score than their UK counterparts.

Role of the family in child development

The researchers also explored the role of social environments. Previous cross-cultural studies have typically not considered the influence of family factors on children's ToM development. Through a battery of tasks, the researchers examined the correlation between parental mind-mindedness, namely the parents' proclivity to view their children as mental agents, and their child's ToM. Parents' description of their child were coded into four categories: mental, behavioural, physical and general. The findings showed that local parents offered far fewer mental or behavioural descriptions of their children than did UK parents, who were more likely to refer to mental attributes, especially desires and emotions.

The team's findings support the conclusion that cross-cultural differences in children's ability to reason about beliefs likely reflect differences in family life, related to parental mind-mindedness and are linked with parents' ability to tune in and respond to the needs of their children. As the research revealed a persistent lag in local children's social understanding, it is important to aid the development of ToM by spending time playing with children; listening to and talking to them about thoughts, wants, motives and feelings; engaging students in active learning; and investing more in social emotional learning. To help practitioners and parents develop ToM in children, Dr Wang will discuss mind-mindedness at the Learning and Teaching Expo 2019 in December.



Dr Wang Zhenlin describes a false belief test
王貞琳博士解釋「錯誤信念」測試

力之研究，亦即個體想法未必能準確反映現實的理解力之研究。

有人曾以文化差異，亦即個人主義及集體主義，解釋東西方兒童在這方面表現的顯著差別。不過，這個理論無法全面解釋另一個令人費解的現象：懂得多於一種語言，以及擁有兄弟姐妹，應有助促進心智解讀能力發展，惟本港學童的發展卻較中國大陸同齡兒童為慢。另一個影響因素是執行功能，但研究人員發現，香港小學學童雖比英國同齡兒童擁有較高的執行功能，但他們的心智解讀能力卻遜於對方。

家庭的角色

研究人員亦探討社會環境所扮演的角色。過往的跨文化研究並沒有考慮家庭因素對小朋友心智解讀能力的影響。通過一系列特定研究工作，研究人員審視了父母的心智敏感度，亦即父母視孩子為擁有自己心智行為的獨立個體的傾向，與孩子心智解讀能力之間的相關性。父母對孩子的描述可分四個類別，包括：心理、行為、生理及其他。結果顯示，本港家長對孩子心理及行為方面的描述遠少於英國家長，而英國家長則較重視孩子的心理狀態，尤其情緒及願望方面。

團隊的研究結果支持這樣的結論：兒童理解能力的跨文化差異，極可能反映家庭生活的差異；而後者更與家長的心智敏感度，以及他們能否理解孩子需要並作出適當調整與反應有關。研究揭示了本港兒童對社會的理解持續滯後，可見支援兒童心智解讀能力的發展日益重要。父母應抽空陪伴孩子玩耍；聆聽並與他們討論其思想、需要、意向和感覺；引發他們主動學習的興趣；以及投放更多資源於社交情緒學習。為協助教育界和家長發展心智解讀能力，王博士將於二零一九年十二月舉行的學與教博覽中，討論心智敏感度這個課題。

Watching old films to learn Cantonese

生鬼語料庫 趣學廣東話



(Left) Dr Andy Chin Chi-on and research assistant Mr Alistair Tweed who contributed to the development of *The Corpus* and its unique features
錢志安博士(左)及澳洲籍研究助理徐樂文先生(Alistair)。後者有份協助語料庫發展,建立別具特色的功能

Cantonese films produced in the mid-20th century not only depict the typical life of Hong Kong people at the time; they also vividly capture the language of the period. Since 2012, Dr Andy Chin Chi-on, Associate Professor at the Department of Linguistics and Modern Language Studies (LML), and Associate Director of the Centre for Research on Linguistics and Language Studies (CRLSS), and his research team have collected, processed and analysed the dialogue in 70 Cantonese films at various levels, including the vocabulary and grammar of the Cantonese language spoken half a century ago. *The Corpus of Mid-20th Century Hong Kong Cantonese (The Corpus)* has accumulated close to 1 million characters in phases one and two. Recognised as an important and useful resource for researching, teaching and learning Cantonese, *The Corpus* recently won the Gold Medal and Special Award at the Silicon Valley International Invention Festival 2019.

粵語長片如實記錄了上世紀四十至七十年代香港人的生活,當中不少用語流傳至今。語言學及現代語言系副教授、語言學及語言研究中心副總監錢志安博士與其研究團隊自二零一二年起,構建《二十世紀中期香港粵語語料庫》,梳理了七十套粵語長片的對白,分析對白中的字詞、標示字詞的粵語讀音和詞類,庫藏(兩階段)約一百萬字。除語言學分析,語料庫亦為粵語學習者提供教材。近日,該語料庫揚威海外,在矽谷國際發明節榮獲金獎及特別獎。

The Corpus
語料庫



刁蠻
diul maan
Adj4

先生,
in1 saang1,
Noun
人人
jan4 jan4
Noun

我
ngo5
Pro

Teachers and learners of Cantonese can browse through the dialogue and the relevant video segments in *The Corpus*. In addition to the traditional search functions, *The Corpus* suggests related words in the form of collocations. For instance, a search for *daap3* (meaning “to join together”) also yields expressions such as *daap3 ce1* (to ride a car), *daap3 syun4* (to get on a boat), *daap3 fei1 gei1* (to board a flight), and even colloquial terms, such as *daap3 toi2* (to share a table) and *daap3 zeoi2* (to interject). These results, retrieved from a large set of data, offer an efficient way to learn words and expressions.

Dr Chin explained that human communication is more than grammar and vocabulary, and that meanings cannot be conveyed by words alone. The same sentence can express a number of meanings under different circumstances, coupled with different facial expressions, gestures, prosody and speed. The second phase of *The Corpus*, to be launched in summer 2019, will thus contain video segments of the researched films, enabling learners to fully appreciate the use of Cantonese vocabulary. Dr Chin said that these non-verbal elements are equally important for learners to understand how words are used. While some may consider Cantonese films made in the 1950s very old-fashioned and obsolete in contemporary Cantonese, a fair number of the expressions are still in active use today, such as *zou2 san4* (good morning), *m4 goi1 ze3 ze3* (excuse me) and *m4 hou2 yi3 si3* (sorry or excuse me).

Big data supports learning

The quantitative data *The Corpus* provides, such as word and expression frequency, is not found in traditional textbooks or dictionaries. Dr Chin said that the big data behind *The Corpus* can inform learners and instructors which words are most commonly used, allowing them to objectively select appropriate items for their use. He demonstrated that the top 70 high-frequency characters cover half the characters in *The Corpus*. If learners can master 1,100 high-frequency characters, the coverage becomes 90%.

LML and CRLSS have identified Cantonese studies as a key research area. They jointly organised The School of Cantonese Studies at EdUHK from 27 to 31 May 2019. The School attracted about 60 participants from different parts of the world, including Mainland China, Taiwan, France, the United Kingdom, the United States, Singapore, Malaysia and Russia. Twelve guest speakers delivered lectures on a variety of areas in Cantonese studies: the Cantonese sound system, Cantonese grammar, Cantonese operas, Cantonese worlds, sociolinguistic aspects of Cantonese, the history of Cantonese, online resources for Cantonese studies, Cantonese literature and writing, the historical development of Cantonese, and peripheral Yue dialects.



The School of Cantonese Studies at EdUHK provides a platform for scholarly exchange
「粵語研究研習班」為來自世界各地的學者提供一個難得的交流機會

粵語學習者可以透過語料庫搜尋字詞，並瀏覽相關電影片段，從而對字詞有較全面的掌握，如說話人的表情、手勢和語速等。此外，語料庫也會提供檢索字詞的其他搭配詞，例如，檢索動詞「搭」時，語料庫可以展示跟「搭」搭配的賓語名詞：「搭船」、「搭飛機」，甚至較口語的「搭樓」和「搭嘴」等，讓粵語學習者快速學習相關字詞。

錢博士解釋，單靠文字，我們未必完全了解說話內容，因為同一句說話，在不同的語境、語調和表情下，都可以有不同意思，效果也可以很不一樣。第二階段的語料庫會於今年夏天推出，其檢索結果可以連上電影片段，讓學習者能夠具體理解粵語字句的實際用法。錢博士指出，五十年代的粵語長片材料雖然看來古舊，但部分詞彙句式至今仍大行其道，如「早晨」、「唔該借借」和「唔好意思」等。

大數據分析 教學有根有據

語料庫的另一個特點就是數據，如字詞出現的頻率，這些都是傳統教科書和詞典不能相比。錢博士指出，通過語料庫的數據，我們可以較客觀選取材料，如最高頻的名詞、動詞或句末助詞，教學時毋須憑個人的主觀感覺或「盲摸摸」。他說，語料庫顯示的首七十個高頻字，已經覆蓋語料庫的一半語料；當學習者掌握到首一千個高頻字，就有九成的覆蓋率。

粵語研究是語言學及現代語言系和語言學及語言研究中心的其中一個重點研究課題。教大於五月二十七日至三十一日舉辦首次「粵語研究研習班」，邀請本地及海外學者分享他們的粵語研究項目和心得，課題包括粵語歷史、語音、句法、週邊粵語、粵劇等。研習班吸引六十多位來自英國、美國、新加坡、馬來西亞、中國大陸、台灣、俄羅斯等地，對粵語研究有濃厚興趣的學員參加。



Professor Kenneth Sin Kuen-fung
冼權鋒教授

Evolving to meet special educational needs

特殊教育 與時並進

In 1997, the Government rolled out a pilot scheme on inclusive education, which laid the basis for the prevailing policy, whereby children with severe disabilities attend special schools, while other students with special educational needs (SEN) attend ordinary schools. Recognising that in-service teachers in ordinary schools would require support, the then Hong Kong Institute of Education set up the Centre for Special Educational Needs and Inclusive Education (CSENIE) in 2000.

Since its founding, the Centre has made a significant contribution to advancing inclusive training, and in recent years, it has propelled the use of technology to enhance the quality of education for SEN students. In 2016, the President's Award for Outstanding Performance in Knowledge Transfer was awarded individually to Professor Kenneth Sin Kuen-fung, the Centre Director and Professor at the Department of Special Education and Counselling, and this year it was awarded to the CSENIE team he leads.

政府於一九九七年推出融合教育先導計劃，為現行的融合教育政策奠下基石：根據這項政策，有嚴重障礙的兒童入讀特殊學校，而其他有特殊教育需要的孩子則入讀主流學校。為支援主流學校在職教師，當時的香港教育學院於二零零零年成立特殊學習需要與融合教育中心。

成立至今，中心在推動融合教育培訓方面，貢獻良多。近年，中心更致力運用科技提升教育質素，以協助有特殊教育需要的學生。二零一六年，中心總監兼特殊教育與輔導學系教授冼權鋒教授榮獲傑出知識轉移校長獎項；而他領導的該中心團隊今年亦獲同一殊榮。

Identifying and filling gaps

Over the years, knowledge of SEN has increased in Hong Kong as a result of the rising prevalence, and advocacy by experts such as Professor Sin. His research on equal learning opportunities under the integrated education system has helped change how SEN services are delivered. The latest example is the creation of a new post – SEN Co-ordinator – which was informed by the research commissioned by the Equal Opportunities Commission and conducted by Professor Sin. The new post was piloted in 2015, and the 2018 Policy Address regularised the school post in all funded schools.

“Through research, we are able to evaluate the current situation and identify gaps. We can then refer to best practices, tap into expertise, and explore creative solutions to chart the way forward,” said Professor Sin. This approach has guided the Centre’s operations over the past two decades. The Centre has indeed come a long way since the days when its main focus was on providing inclusive education training for in-service teachers. As the Centre established itself in the field, schools began approaching the team for professional consultancy services and mentor support. “Through our close collaboration with schools, we created a learning circle that encourages exchange and feedback,” he said. “The experience and insights from the field inform teaching. Moreover, pre-service teachers can volunteer and gain experience first-hand.”

Professor Sin spoke about the Centre’s latest e-learning projects, such as an intelligent robot and Hong Kong’s first e-learning platform for parents and teachers to access and share tailor-made digitised content for SEN students. He pointed out that continuous enrichment programmes for teachers are important, but so are tools to support learning and teaching. He added that these knowledge transfer activities allow the Centre to pilot schemes that fill a gap. Once proven successful, these projects can pave the way for policy changes.

With growing expertise and experience, services have expanded from primary and secondary schools to pre-schools. The Centre has also reached out to Macau and the Greater Bay Area. Currently, the Centre is planning lifelong learning opportunities for SEN school leavers by offering courses at EdUHK, fostering an inclusive campus and enabling the students to develop and show their talent.

辨識需要 填補缺口

在冼教授等一眾專家多年來不斷倡議下，港人對特殊教育需要的認識正日益增長。冼教授一項研究：融合教育下平等學習機會，更大大改進這方面的服務；教育局近年增設特殊教育需要統籌主任，正建基於冼教授為平等機會委員會所作的這項研究。該職位於二零一五年以試驗性質推出，而在二零一八年施政報告中，則已成為所有政府資助學校的常設職位。

冼教授說：「藉著研究，我們得以評估目前情況，並發現缺口，再參考最佳方法、運用專業知識、探討具創意的解決方案，從而邁步向前。」二十年來，中心一直以這種模式運作，並取得長足發展。其實，中心初期只專注於為在職教師提供融合教育培訓課程；隨著中心在融合教育界地位確立後，不少學校開始主動向中心尋求專業顧問服務和輔導支援。冼教授表示：「通過與學校的緊密合作，我們建立了一個學習圈，鼓勵互相交流和反饋。而從中取得的經驗與知識更有助教學。此外，準教師也可自願參與，親身體驗。」



The CSENIE team receives the President's Award for Outstanding Performance in Knowledge Transfer
特殊學習需要與融合教育中心榮獲傑出知識轉移校長獎項

中心最新發展的電子學習項目，包括：智能機械人，以及本港首個為家長及教師而設的電子學習平台；該平台讓他們取得並分享為有特殊教育需要學生度身訂製的數碼學習內容。談及這類項目時，冼教授指出，為教師提供持續增潤課程十分重要，而支援學與教的工具亦不容忽視。他更補充，此類知識轉移活動，有助中心推出各種先導計劃，以填補缺口；一旦計劃取得成效，當有助帶動日後政策的改變。

隨著專業知識與經驗不斷增長，特殊教育需要的服務已從中小學推展到學前教育；而服務對象亦延伸至澳門與大灣區。目前，中心正計劃在教大校園籌辦課程，為有特殊學習需要離校畢業生提供更多持續教育的機會，讓他們在共融校園內得以盡展所長。

New faces for the teaching profession

教學生力軍

Finding the perfect blend 無與倫比

Jeshua Justin Mariano Embuscado from the Philippines
來自菲律賓的 Jeshua Justin Mariano Embuscado

Year 1 student

Bachelor of Education (Honours)

(Business, Accounting and Financial Studies)

企業、會計與財務概論教育榮譽學士課程

一年級學生



I have always wanted to be a teacher, and I love business studies. So I was overjoyed when I got my first choice, as this programme uniquely combines the two. I anticipated that university life would mean stepping out of my comfort zone, but the supportive environment at EdUHK made it surprisingly easy to settle in.

My classmates, who are from different ethnic backgrounds and study different electives, bring different perspectives to discussions and case studies. I am also grateful for the perspectives my lecturers provide. I can speak openly with them about career and life planning, and their rich experience and sound advice have helped me rethink a few decisions.

I originally thought that a five-year degree programme was too long, but with the bonds I have formed and the enjoyable experiences so far, it now seems too short. This year, I was singularly focused on my academic results to express my gratitude for the entrance scholarship. Next year, I plan to explore the many out-of-classroom learning experiences on offer. I can't wait!

我一直希望能夠成為教師，對商業學亦有濃厚興趣；得知教大設有相關課程，可以同時滿足這兩個願望，實在欣喜莫名。我曾以為大學生活等於走出舒適圈，必然會「水土不服」，但在校園充滿支援的氛圍下，我很快便適應下來，融入教大。

班上同學來自不同的種族，選修不同學科。如此多元化的背景為我們的討論與案例研究帶來各種嶄新視野。我更要感謝所有講師，讓我可以開心見誠地和他們探討未來事業與人生規劃；他們豐富的經驗和建議令我獲益良多，有助我重新思考。

原以為五年的課程長路漫漫，但在校內逐漸建立起自己的生活圈子，並得到不少有趣經驗後，反而覺得五年匆匆流逝，過於短暫。今年我較專注於學業成績，以期不負當年入學之初衷；不過，我已急不及待地盼望明年可以探索其他課外學習體驗。





Joyful reflections on campus life 快樂回望

Asmah Bibi from Pakistan

來自巴基斯坦的 科詩瑪

Year 3 student

Bachelor of Education (Honours) (Science)

科學教育榮譽學士課程

三年級學生



For me, teaching is one of the best professions. I have always dreamed of becoming a teacher, so EdUHK is helping me fulfil my childhood dream. With all the greenery and the sweeping view of the mountains, it always feels like home here. Sometimes, I can even see the beautiful sunrise from my dormitory window.

There are so many activities on offer here, which provide wonderful out-of-classroom learning experiences and opportunities to meet new friends. On a recent trip to Cambodia through the Leadership Enhancement and Development (LEAD) Programme, I was the only non-Chinese speaking student, and it was such a great experience. I was warmly welcomed and accepted; we were like family.

This year, I also had the chance to join the EdUHK Lunar New Year Fair with my friends. I really enjoyed running a booth to share Pakistani culture and promote henna art. This is my second last year at EdUHK. I look forward to meeting more friends from different backgrounds, and I am excited about my upcoming internship.

教學素來是令我無比嚮往的專業之一。自幼已立志成為人師，而教大正好實現了我這個童年夢想。宿舍生活亦猶如在家，不時還可在窗前看到美麗日出；校園綠意盎然，山峰延綿，著實令人心曠神怡。

學校提供各類型活動，讓我們走出課室，認識新朋友。近月我參加「海外領袖訓練體驗計劃」，前往柬埔寨。雖然我是團內唯一的非華語學生，但與其他團員毫無隔膜，相處融洽，像家人一樣，在當地度過無比美好的時光。

今年，我更與友人一起參加教大年宵活動，擺設攤位，宣揚家鄉巴基斯坦的文化，以及Henna傳統手繪，樂趣無窮。今年即將踏入我在教大的第四個年頭，我熱切期待即將來臨的實習之旅，並希望能認識更多來自不同背景的新朋友。

Steering education in an international direction

帶領教育邁向國際化



The commitment of Professor Mark Mason, Professor and Head of the Department of International Education (IE), to international education and the internationalisation of the University may seem to be at odds with the fact that he grew up in a country at a time when segregation was not only rife, but institutionalised. But it is perhaps this very background that is the unexpected source of his enthusiasm to bring together students from around the world and enhance understanding of different education systems. This dedication has driven him forward and given him the energy to travel around the world, following his passion for international education and education development.

International education, a growing global trend

One of the founding academics of the recently renamed IE, Professor Mason has witnessed and played a part in the growth of the Department. He explained that the new name reflects a new strategic direction, which builds on the strong foundation laid by the Department's founding academics, whose areas of expertise included international and comparative education, and foundational studies in education (principally, the philosophy of education). Since then, the Department has grown organically, and with its rising reputation, attracted scholars from around the world. "We are perhaps the most globally diverse department on campus," said Professor Mason. "We have colleagues from Russia, England, Australia, Korea, Belgium, mainland China, South Africa, the Philippines, Scotland, Canada, and of course, Hong Kong."

Professor Mark Mason Mark Mason教授

Professor and Head
Department of International Education
國際教育學系系主任及教授



While working at UNESCO in Geneva, Professor Mason enjoyed cycling in the Alps 在日內瓦聯合國教科文組織工作期間，Mason教授喜歡到阿爾卑斯山踩單車

The team at IE has continued to grow to deliver new programmes and enhanced curricula to meet teacher needs and trends in the global education landscape. Many of the new staff members bring with them expertise in the International Baccalaureate (IB) and Cambridge Assessment (also known as A-levels) systems, and their experience of teaching in China, Africa, and even in Inuit communities. They have contributed greatly to IE's new programme offerings, such as the graduate programme in Life and Values Education, developed in response to the increasing importance that Hong Kong is placing on this domain; programmes that prepare teachers to teach in international schools; and programmes that enable early- and mid-career teachers to enhance their capacity as teachers and leaders in international schools.



Professor Mason and a group of students visit Robben Island, where Nelson Mandela spent most of his 27 years in prison. Cape Town's Table Mountain is in the background Mason教授和一班學生到訪羅本島。曼德拉被囚的二十七年歲月之中，大部分日子在這裡度過。背景為開普敦的桌山

Professor Mason pointed out that the number of international schools is increasing sharply, in Asia and globally, and alongside this is the growing influence of the IB and Cambridge systems. He said, "These schools need teachers who are capable of teaching these curricula and possess the competencies associated with international schools, such as global-mindedness, more cosmopolitan and less nationalist approaches to citizenship, and a

commitment to planetary stewardship and sustainable development." IE is the University's leading provider of study tours abroad through the Global Learning Enhancement Fund, enabling EdUHK students to develop an internationally comparative perspective in their studies here. "Our colleagues have led or will lead study tours to St Petersburg, Taiwan, Cape Town, Israel, Nepal, Germany, Cambodia and Eastern Europe," he said. "We like to think we've helped to encourage the University to include in the new undergraduate curriculum this overseas experiential learning as a formal, if still optional, part of the curriculum."

國際教育學系系主任Mark Mason教授成長於奉行種族隔離的國度，與他矢志投身國際教育，以及對教大國際化的堅持，看來有點格格不入。或許正是這樣特殊的成長背景，才造就他對滙聚世界各地學生、了解不同教育系統的無比熱忱；而這份投入感亦賦予他源源不絕的精力，為國際教育和教育發展，走遍全球。

國際教育成全球趨勢

Mason教授在國際教育學系重新命名前，已是始創學者之一，見證並參與了該學系的成長。他指出，學系的新名稱反映其全新發展策略。學系的始創學者來自多個專業範疇，包括：國際與比較教育、以教育哲學為主的教育基礎研究等範疇。自成立以來，學系一直茁壯成長，且聲譽日隆，吸引來自世界各地的學者。Mason教授笑言：「我們可能是教大最全球化、最多元化的學系。同事來自俄羅斯、英格蘭、澳洲、韓國、比利時、中國內地、南非、菲律賓、蘇格蘭、加拿大，當然，也有香港人。」

國際教育學系團隊持續壯大，不斷開設新課程，並改進現有課程內容，以滿足教師需要及追上世界教育發展潮流。學系內不少新來的教職員都配備國際文憑 (IB) 和劍橋評核 (即A-Level) 方面的專業知識，以及在中國內地、非洲，甚至伊努伊特社區的教學經驗。他們對新課程的開設，貢獻良多；諸如：為回應社會訴求而新增的教育碩士 (生命及價值教育) 課程，以及為國際學校培訓準教師、協助國際學校新入職及在職教師提升教學及領導能力的課程等。

Mason教授指出，亞洲以至全球國際學校數量正急速增加，而IB和劍橋評核的影響力亦同步上升。他說：「國際學校需求的老師，要懂得教授有關課程，也要具備與國際學校教學相關的能力，如：全球視野、世界主義多於民族主義的公民意識，以及對守護地球與可持續發展的承擔。」國際教育學系是環球學習體驗增潤基金海外遊學團的主要提供者，令教大學生得以發展其國際比較視野。「同事曾經或即將帶領的遊學團，目的地包括：聖彼得堡、台灣、開普敦、以色列、尼泊爾、德國、柬埔寨和東歐。我們認為，正是本學系的努力，促使教大將這類海外體驗學習正式納入本科新課程內，作為選修科。」



Professor Mason takes students to see a statue of Nelson Mandela at the gate of the prison from which he walked free in 1990
Mason教授帶學生參觀曼德拉於一九九零年獲釋時所身處的監獄，並瞻仰他的雕像

Since he was appointed Head of IE in 2016, his aim has been to steer the team to become a leading provider, in Asia and globally, of teacher education in the domains of international education and education studies. Indeed, the new name reflects a new strategic direction for the Department, understood in terms of international education, namely comparative education and international schools; and education studies, including life and values education in the global context. To achieve the Department's goals, colleagues are working closely with sister departments in the Faculty – Education Policy and Leadership, and Curriculum Studies – and with overseas universities, and international schools in Hong Kong and abroad.

Progressive views and education development

On his three-decade academic career, Professor Mason said he came to comparative education from two different, but strongly connected, backgrounds: philosophy and social theory; and education development, of which a principal concern is children who are excluded from school because they are poor, female, from an ethnic minority, disabled, or live in a remote area. Growing up in South Africa and working as a young mathematics and English teacher in a Cape Town high school in the 1980s, he aligned himself with the anti-apartheid struggle to seek social justice in education. Hoping to do more to bring changes to education and society through scholarly work alongside his activism efforts, he applied for a Fulbright Scholarship to study political philosophy at

Mason教授自二零一六年獲委任為國際教育學系系主任後，便一直以帶領團隊成為亞洲以至全球國際教育教師培訓及相關教育研究的領袖為目標。其實，學系的新名稱正好反映他們的全新策略方向：國際教育，亦即比較教育與國際學校，以及教育研究，包括全球背景下的生命與價值教育。為達成目標，學系將會和大學內多個姊妹學系，包括：教育政策與領導學系、課程與教學學系，以及海外大學、本地和海外的國際學校，緊密合作。

改革觀點和教育發展

回顧三十多年的學術生涯，Mason教授認為自己加入比較教育行列，全因兩個截然不同卻又關係緊密的背景：哲學和社會理論，以及教育發展；而後者一個關注重點則為：失學兒童，因貧窮、身為女性、來自少數族裔、身體殘障、或居所偏遠而未能入學的兒童。Mason教授在南非長大，一九八零年代在開普敦一所中學任職數學和英文教師。其間，為追求教育的社會公義，他參與反種族隔離運動。後來，他認為除了社會活動，亦可藉著學術研究推動教育與社會改革，因而申請富爾布萊特獎學金，遠赴美國哥倫比亞大學師範學院，修讀政治哲學。當時，由於參與社會行動，他曾在多間安全屋生活，就連前往面試時亦要

Teachers College, Columbia University, in the US. His involvement in activism meant that he had to live between safe houses, and arrived at the interview with a rucksack over his shoulder. As it turned out, the panel was a progressive group seeking to build capacity for post-apartheid South Africa. Nine of the 10 fully-funded scholarships each year were awarded to young black South Africans. Professor Mason received the 10th one that year.

Later, he returned to South Africa as a lecturer at the University of Cape Town. "In 1998, The University of Hong Kong advertised a position in the philosophy of education, which seemed tailor-made for me," he said. "Ten years later, the then Hong Kong Institute of Education advertised a professorship in exactly my areas of interest." Hong Kong has since been his home, and his three children were all born and educated here. In 2013, his whole family moved to Switzerland with him when he took a couple of years' unpaid leave to gain some work experience with UNESCO's International Bureau of Education.

In Switzerland, his responsibilities with UNESCO included running the International Bureau of Education's publications programme, on the development of curriculum and learning in countries in the developing world that do not necessarily have the capacity in these domains, something often taken for granted in Hong Kong. Meanwhile, his wife taught at the International School of Geneva, where his children went to school. "I am immensely proud of our daughter who, just as we were leaving Geneva, received an award from the school as the student who best exemplified the IB Learner Profile," said Professor Mason. He said the IB Profile aims to develop learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. "These attributes of course guide us in the Department's programme development in the international schools domain," he added.

With everyone in his family so steeped in education in international schools, along with his own research interests and background in international education, Professor Mason is committed to working closely with his colleagues so that IE emerges as a leading department in international education globally:

"I owe it to the University, in return for the confidence placed in me, to lead the Department in this new direction."



背著一身行裝。幸而面試評審小組成員同樣走在社會前沿，期望為消除種族隔離後的南非建立國力。富爾布萊特獎學金每年有十個全額獎學金名額，九個批予年輕南非黑人，而Mason教授卻是第十個。

後來，他重返南非，在開普敦大學任講師。他說：「一九九八年，香港大學刊登教育哲學職位的招聘廣告，其職位描述仿如為我度身訂做。十年後，教大又刊出教授招聘廣告，與我的研究興趣更不謀而合。」自此，Mason教授便以香港為家，三個孩子亦在香港出生與接受教育。二零一三年，為豐富工作經驗，他申請了兩年無薪假期，與家人同赴瑞士，加入聯合國教科文組織（UNESCO）國際教育局。

Mason教授在瑞士UNESCO的職責包括：管理國際教育局的出版計劃、為發展中國家發展他們力有不逮的課程與學習；而這些範疇在香港卻平常不過。當時，他的太太在日內瓦國際學校任教，三個孩子亦入學。Mason教授說：「在我們即將離開日內瓦時，女兒獲學校頒發獎項，嘉許她為最能突顯IB學習者素質的學生。她實在令我十分自豪。」他指出，IB旨在令學習者成長為樂於探究、富於知識、敢於思考、善於溝通的人，並具備原則、開明、關愛與冒險精神，懂得持平，更懂得自省。他補充說：「這些特質，當然亦成為我們發展國際學校相關課程時的重要指引。」

Mason教授舉家與國際學校教育關係如此密切，加上他對國際教育的研究興趣和背景，毋怪乎他承諾與同事並肩攜手，將國際教育學系推上全球國際教育的領先地位。「為了回報教大對我的信任，我必須帶領學系邁進新方向。」他如是說。



The Masons enjoy travelling across the globe, from Alaska in the northwest to countries in the southeast such as Vietnam

Mason教授一家喜歡到世界各地旅遊，從位於西北面的阿拉斯加，到東南亞的越南都有他們的足跡

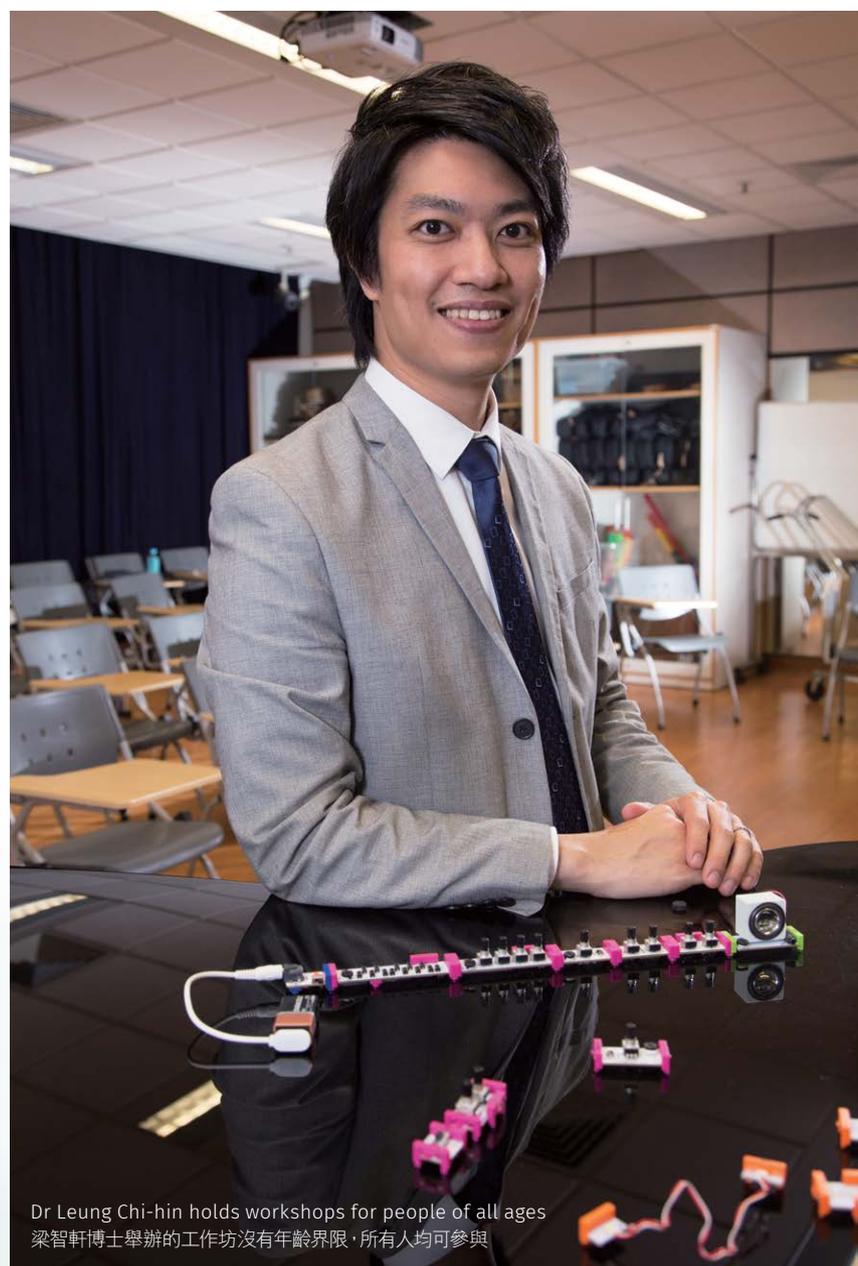
Music making made easy

人人皆可作曲編樂

Dr Leung Chi-hin, Assistant Professor at the Department of Cultural and Creative Arts, a young scholar, with leadership posts in several organisations that shape and enhance the local music education landscape, found his calling by chance and relatively late. Nonetheless, he has gained wide recognition for his contributions, the most recent being the Individual Award in the Early Career Faculty Member Category of the President's Award for Outstanding Performance in Teaching.

Recalling when he first became genuinely interested in music, Dr Leung said: "The summer after my senior secondary examinations, I gave violin another try and found myself in a class with children." It was a memorable experience, not only because he towered over his classmates. "Hearing the notes played by different people come together touched a chord inside me," he said.

If the summer course was the activity that inspired him to study music, then the programme at EdUHK ignited his interest in music composition. "It never crossed my mind that I could compose," he said. He counts himself lucky to have met one passionate musician after another, and to have been a Year 1 student when the syllabus was being amended to encourage music creation. In addition to the final assignment, the lecturers provided many opportunities for students to compose. "I burned the midnight oil to prepare a piece of music, even though it was non-credit bearing," he said. "Professional musicians were invited to the campus to bring our pieces to life. It was magical, and the instant feedback was so valuable."



Dr Leung Chi-hin holds workshops for people of all ages
梁智軒博士舉辦的工作坊沒有年齡界限，所有人均可參與



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相片由大館古蹟及藝術館提供

Active involvement in music

After a decade-long pursuit of further studies, Dr Leung returned to EdUHK to promote music through education pedagogy. His latest book, *STEAM Education in Music: Research, Teaching Design and Resources*, provides in- and pre-service music teachers with ideas on ways to integrate authentic music experiences in classes. As President of the Hong Kong Association for Music Educators, Vice-Chairperson of the Hong Kong Composers' Guild, and Commissioner of the Music in School and Teacher Education Commission of the International Society for Music Education, he collaborates with educators and organisations to promote the beauty of music to everyone, regardless of background and skill level.

Inspired by Christopher Small's concept of musicking, Dr Leung strives to remove the barriers to making music. He points out that music covers all musical activities, from listening, which is generally passive, to performing and composing. At the University, Dr Leung offers an elective for undergraduates to create their own electronic instruments and compositions. He has also creatively combined his two main interests – technology and music – to develop the Innovative Grid Score for e-Orch (Electronic Orchestra), which won the Gold Medal and Special Prize at the Romanian Inventors Forum, International Invention and Innovation Competition 2018, in Canada. "It can be challenging for students to read sheet music," he said. "I hope that by transforming the traditional five-line staff notation to a more accessible grid notation, more people can experience the joy of music making and performing without years of score-reading training." In addition to introducing this to schools and hosting free workshops for the public in locations such as Tai Kwun, Dr Leung is turning the Grid Notation into an app with enhanced features to facilitate teaching and learning in a tablet orchestra setting.

Innovative Grid Notation
創新方格樂譜



文化與創意藝術學系助理教授梁智軒博士年紀雖輕，已於多所參與制定及推動本地音樂教育的機構肩負要職。他起步原較一般人為晚，卻在因緣際會下，踏上音樂之路。儘管如此，他對音樂教育的貢獻已廣為人知，近月更獲教大校長頒發傑出教學表現獎個人獎項（新晉教學人員組別）。

回想何時真正對音樂產生興趣，梁博士憶述：「那年暑假，我剛完成高中考試，忽發奇想，要重新學習小提琴，便和一班小朋友一起上課。」那次經驗著實令他難以忘懷，不僅因為他比同班同學高出一截，更因為「不同人合奏出來的音符，深深打動了我。」

如果說那個暑期課程啟發他選修音樂，後來在教大修讀的課程，則燃點起他對作曲的興趣。他坦言：「我從沒想過自己可以作曲。」梁博士自言是個幸運兒，在追尋音樂的路上，遇見了一位又一位熱情洋溢的音樂人，並於大學一年級時遇上課程修改，加強作曲環節。畢業論文以外，多位講師均為學生提供不少作曲的機會。「雖然部分活動並不計算學分，我仍會焚膏繼晷，編寫樂曲。教授還邀請專業音樂人到校園，為我們的作品賦以生命。那些時刻何等奇妙，即時反饋更是彌足珍貴。」

活躍樂壇

畢業後，梁博士繼續攻讀音樂十年，其後回到教大，藉著教學推廣音樂。他近日出版著作《STEAM音樂教育：研究、教學設計及資源》，為在職及未來音樂教師提供方向，將新穎的音樂教學融入課堂。梁博士現為香港音樂教育家協會會長、香港作曲家聯會副會長，以及國際音樂教育協會學校音樂及教師教育委員會委員，一直致力與教育工作者及機構攜手推廣音樂，務求雅俗共賞。

梁博士深受史摩斯（Christopher Small）「樂動」的理念影響，冀能打破製作音樂的限制。他認為，音樂應涵蓋所有相關的活動，包括：聆聽、表演及創作。在教大，他為本科生提供選修科，讓他們可以創製自己的電子樂器和樂章。梁博士更別具創意，結合科技與音樂這兩項主要興趣，發展出為e-樂團而設的創新方格樂譜，並於去年奪得加拿大國際發明及創新比賽金獎，以及羅馬尼亞發明家論壇特別獎。他表示：「對學生而言，閱讀琴譜或有難度。我希望能加以簡化，令更多人毋須接受長年累月的視譜訓練，也可體驗創作和演奏音樂所帶來的愉悅。」除了在學校及公眾場所如大館等地舉辦免費工作坊，推廣方格樂譜外，他現正努力把樂譜轉化為應用程式，並增強其功能，希望可以藉著平板電腦之類的平台，營造樂團環境，促進音樂方面的學與教。

Early advocate of STEM

體育教育STEM先鋒

Mr Yan Siu-kang finds that being a secondary school physical education (PE) teacher is his cup of tea, even more than coaching the Hong Kong Football Team. A graduate of the Department of Health and Physical Education, Mr Yan is overflowing with ideas on how to engage his students. Teaching aids, such as innovative technology and computer games, are nothing new to him.

Well before STEM education was widely encouraged, Mr Yan had already introduced such ideas in his classes. For instance, students wear fitness watches in class so that their heart rate, calories burnt and running distance can be shown on TV screens in real time. This brings more fun to the learning process.

在港隊足球教練與中學體育老師之間，教大健康及體育學系校友殷小廣先生選擇了後者，願與學生一同成長。殷老師主意多多，積極在教學上加入創科及電玩元素，讓學生更投入學習。

早在教育界鼓勵學校推行STEM教育前，殷老師已率先在體育課內引入相關意念，例如學生上課時要配戴「心跳錶」，心跳率、卡路里消耗量及跑動距離等資料，會即時顯示於電視屏幕上，令學習過程更有趣味。

Alumnus Mr Yan Siu-kang (centre) with his students (from left) Yeung Ka-yan, Siu Ka-hei, Wong Chun-man and Wong Shi-choun at HHCKLA Buddhist Ching Kok Secondary School
校友殷小廣先生(中)與香海正覺蓮社佛教正覺中學學生(左起)楊嘉欣、蕭嘉希、黃俊文及黃仕穎





Mr Yan, recipient of the Chief Executive's Award for Teaching Excellence 2017/18 in the Physical Education Key Learning Area

殷先生為2017-18行政長官卓越教學獎（體育領域）得主

One of his techniques is to group students in teams and give them tablet computers, on which they record and evaluate each other's performance. Analysing classmates' performance is much more exciting and relevant than reviewing star players in professional football matches," he said. "Students get more involved in lessons when there is an element of competition."

Health is the most precious asset

Approaching 40, Mr Yan has spent three quarters of his life on football pitches, so it's little wonder that his innovative PE teaching methods are inspired by football matches. He believes students are motivated if their skills are subject to technical analysis, just like professional players. He also employs all possible means to get his students moving about physically, for one simple reason: "It's not my goal to train elite athletes. My simple wish is for everybody to be healthy and strong, so I make sure my students work up a sweat!"

He also believes exercise helps students build healthy and happy lifestyles. He adds that good health is essential for achieving goals, regardless of an individual's direction in life. Ranking the value of knowledge, skills and attitude, Mr Yan said he considers attitude to be the most important of the three in life. He hopes his students will remember that sport is a great way to release pressure. In addition, he teaches what he has learnt on the pitch: team spirit, good communication, and the courage to overcome adversity.

A match is a demonstration of life education

"A match, or even a training session, is a demonstration of life education," said Mr Yan. This is because football matches are full of uncertainties that cannot be handled with just one skill. Even the greatest football players, like Mr Lionel Messi and Mr Cristiano Ronaldo have to figure a way out when confronted by several rivals. Furthermore, one should never become complacent, or performance will suffer, he said.

Among the photographs on Mr Yan's desk is one of his university football team and one of his late coach. When he feels down, he looks at the pictures and recalls the difficult matches he played when he was young. He said: "I have been through all those tough times, and now with my wife, son and daughter motivating me and cheering me on, what can beat me?" he said.

此外，他也採用分組互評方式教學。學生分組後，每人均獲發平板電腦，互相拍照及錄影，藉以檢視大家的表現。殷老師指出，比起鑑賞職業球星的比賽片段，同儕互評更刺激，也更「貼地」，而競爭元素亦令他們更為投入。

健康是人生的最大資本

年屆不惑之年，殷老師人生的四分之三都在球場度過。他以創新方法教體育，靈感正源自觀看足球賽事。他相信，學生若得知可以像職業球員般作技術分析，自能提高學習興趣。他千方百計要學生跑動，原因只有一個：「我不奢求培植精英運動員，但求每個學生健康強壯，『流著汗離開』課堂！」。

他深信，體育活動可協助學生建立健康而愉快的生活模式。不論個人未來路向如何，健康的體魄才是成就一切的要害。而在知識、技術及態度三大學習元素中，他認為最重要的是態度。他期望，學生在往後的人生中，會牢記體育運動才是減壓良方。他更補充自己在球場上學以致用得來的三大體會：團隊精神、良好溝通，以及面對逆境的勇氣。

一場比賽已是生命教育

他說：「一場比賽、一場練習，已是生命教育。」因為足球比賽千變萬化，不是單一技術就可以處理。強如美斯與C朗拿度等超級球星，面對多名球員的阻截，都要盡力突圍而出；而即使面對順境，也不應自滿，以免影響整體表現。

殷老師辦公室案頭，擺放了好幾張照片，除了家庭照外，有當年大學足球隊的團體照，也有與已故教練的合照。每當他感到氣餒時，都會看著這些相片，回想年輕時曾面對的艱苦賽事。他說：「這些難關我已一一熬過。如今，更有太太與一對子女伴我同行，予我激勵，為我打氣，還有什麼可以將我擊倒呢？」



EdUHK unveils its 25th anniversary logo
教大發布以「創·變」為題的二十五周年校慶標誌

Silver jubilee celebrations 銀禧校慶

In celebration of the University's silver jubilee, a ceremony was held on 27 May, the anniversary of EdUHK, to launch a commemorative publication and open a time capsule that had been placed on the campus almost a quarter of a century earlier.

Joining University members, supporters and alumni at the event were special guests Professor Rosie Young Tse-tse, Professor Joseph Wong Wing-ping, former Council members Mr Daniel Chan Wing-kwong, Dr Angela Cheung Wong Wan-yiu and Sister Margaret Wong Kam-lin.

During the ceremony, Founding Council Chairman Dr Simon Ip Sik-on presented a letter he wrote in 1996 to the current Council Chairman Professor Frederick Ma Si-hang. The letter and the other historical items in the time capsule bear testimony to the transformation of the University.

On the same occasion, the University launched the 25th Anniversary Commemorative Publication “*尊師重道*” to pay tribute to teachers everywhere. The stories of 25 individuals bring out the importance of teachers and the irreplaceable role they play.





Dedicated website 主題網站: <https://25a.eduhk.hk>

為慶祝二十五周年銀禧誌慶，教大於五月二十七日校慶當天，舉行二十五周年紀念特刊發布儀式，並開啟已封存於校園內近四分一個世紀的時間囊。

除了教大師生、校友及各界友好，出席的特別嘉賓包括楊紫芝教授、王永平教授、前任校董會成員陳榮光先生、張黃韻瑤博士及黃金蓮修女。

典禮上，創校校董會主席葉錫安博士親手把一九九六年撰寫的親筆信，交予現任校董會主席馬時亨教授。該信與時間囊內多件歷史物品，見證教大在各方面的發展與變革。

教大亦於同場發布二十五周年紀念特刊。特刊以《尊師重道》為主題，向所有教師致敬，透過二十五位人士的經歷及故事，從中道出教師的重要角色無可替代。

Tribute to distinguished individuals 向傑出人士致敬



On 29 March, EdUHK paid tribute to four distinguished individuals in the Honorary Fellowship Presentation Ceremony. The honorary fellows are (from left) Mr Chu Tsz-wing, Ms Amy Chan Lim-chee, Ms Sarah Lee Wai-sze and Mr Fok Woo-ping

教大於三月二十九日舉行榮譽院士頒授典禮，向四位傑出人士致敬。四位院士分別為（左起）朱子穎先生、陳念慈女士、李慧詩女士及霍和平先生

Renewal of EdUHK's UNESCO Chair 教大再度榮獲「聯合國教科文組織教席」



(From left)
Professor Bob Adamson;
Vice President (Research
and Development)
Professor Lui Tai-lok;
Vice President
(Academic) Professor
John Lee Chi-kin; and
Honorary Professor
Rupert Maclean
左起：鮑勃教授、
副校長（研究與發展）
呂大樂教授、副校長（學術）
李子建教授、
名譽教授馬敬言教授

After a rigorous selection process, Professor John Lee Chi-kin was appointed UNESCO Chair in Regional Education Development and Lifelong Learning. The four-year appointment, first awarded to EdUHK in 2011, has since been renewed twice.

Professor Lee, who concurrently serves as Vice President (Academic), Chair Professor of Curriculum and Instruction, Director of the Centre for Religious and Spirituality Education, and Co-Director of the Centre for Education in Environmental Sustainability at EdUHK, said: "This reappointment affirms EdUHK's impactful research and scholarly contributions." He commended former President Professor Anthony Cheung Bing-leung for his foresight in promoting the UNESCO Chair and thanked his predecessors, Professor Bob Adamson and Honorary Professor Rupert Maclean.

He added that EdUHK will continue to play a role in helping to achieve UNESCO's Sustainable Development Goals, and will contribute to the development of 21st century skills and positive values, capacity building across the education sector, technical and vocational education and training (TVET), life and values education, environmental education, and intercultural education.

Vice President (Research and Development) Professor Lui Tai-lok said, "With this re-appointment, I have every confidence that the new UNESCO Chair will develop a broader network with other UNESCO Chairs and institutions to maximise synergy for the benefit of Hong Kong society and beyond in the long run."

經過一輪嚴格挑選，李子建教授脫穎而出，榮獲「聯合國教科文組織區域教育發展與終身學習教席」，為期四年。教大於二零一一年首次獲委任為「聯合國教科文組織教席」，至今已至第三度獲得此殊榮。

李教授現任副校長（學術）、課程與教學講座教授、宗教教育與心靈教育中心總監及可持續發展教育中心聯席總監。他說：「是次續任肯定了教大在研究及學術貢獻方面，均具有相當的影響力。」他讚揚前任校長張炳良教授於推動聯合國教科文組織教席方面的遠見，亦感謝兩名前任者：鮑勃教授及名譽教授馬敬言教授。

他續稱，教大會繼續支持聯合國教科文組織的可持續發展目標、發展廿一世紀技能及正面價值觀、培育及提升教育界人才實力，以及加強技術和職業教育與培訓、關注生命和價值教育、環境教育以及跨文化教育領域。

副校長（研究與發展）呂大樂教授表示：「我深信，是次續任將進一步促進教大與其他『聯合國教科文組織教席』的學者建立更緊密夥伴關係，形成強大網絡，發揮協同效應，長遠為香港以至其他地區的發展帶來裨益。」

First batch of Emeritus Professors honoured

首頒榮休教授銜

On 13 December 2018, the prestigious title of Emeritus Professor (Education) was bestowed upon (left) Professor Cheng Yin-cheong, Advisor (Academic Development) of the Department of Education Policy and Leadership, and Senior Research Fellow at The Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change; and (right) Professor Kerry Kennedy, Advisor (Academic Development) of the Department of Curriculum and Instruction, and Senior Research Fellow at the Centre for Governance and Citizenship.



二零一八年十二月十三日，兩名傑出學者獲頒授榮休教授銜。他們分別為教育政策與領導學系顧問（學術發展）及劉鑾雄慈善基金亞太領導與變革研究中心高級研究員鄭燕祥教授（左），以及課程與教學學系顧問（學術發展）及管治與公民研究中心高級研究員甘國臻教授（右）。

EdUHK wins five awards in Geneva

教大五項目獲日內瓦國際發明展獎

In April, a delegation from EdUHK brought home four Silver awards and one Bronze from the 47th International Exhibition of Inventions of Geneva held in Switzerland.

Following the success of last year's education technology (EdTech) projects which won three silver awards, this year's submissions demonstrated the range of real-world applications of research conducted at EdUHK. The innovations covered pedagogical innovation, AI for education, green aquaculture and healthcare technologies, redrawing the boundaries of education and quality of life.

今年四月，教大團隊研發的項目於第四十七屆日內瓦國際發明展獲得四銀一銅的佳績。

繼去年與教育科技相關的參展項目獲得三個銀獎，今年參展的一系列教大創新研究成果，涉及不同生活範疇，包括創新教學法、教育應用的人工智能、綠色漁業養殖漁業和健康科技，重塑教育與生活質素的界限。



Silver award:

Education Linguistics 2.0 – The Use of Corpora in Language Teaching
Fuzzy Talent Assessment System Based on Educational Big Data
Fish Feeds from Food Wastes for Sustainable Fish Farming
Using Heart Rate Variability (HRV) for Real-Time Emotion Assessment

Bronze award:

Domestic Screening for Age-related Hearing Loss

銀獎

教育語言學2.0—語料庫在語文教育的應用
基於教育大數據的模糊人才評測系統
廚餘再造魚糧與水產養殖業之可持續發展
心率變異分析應用於實時情緒評估

銅獎

家庭式聽力衰退測試

Gratitude to donors 銘謝捐獻人士

To express its sincere gratitude to donors, supporters and friends of the University for their unwavering support, The Education University of Hong Kong Foundation held a reception on 3 May. On the same occasion, scholarships were presented to students with outstanding academic achievement or outstanding performance in other areas.

香港教育大學基金於五月三日舉行典禮，答謝捐獻人士、支持者及各界對教大的鼎力支持。基金會亦於同場頒發獎學金予學業成績優秀，以及在其他領域有出色表現的學生。



Dual PhD degree agreement signed with Hiroshima University

與日本廣島大學就雙博士學位簽署協議

To extend the joint research training arrangements, which were initiated in 2016, to countries in the Asia-Pacific Region, an agreement on academic and educational collaboration between EdUHK and Hiroshima University (HU) was signed by the Presidents of both universities. The collaborative agreement facilitates the setting up of a dual doctoral degree programme with HU. Upon successful completion of the programme, students will be awarded a Doctor of Education (EdD) degree by EdUHK and a Doctor of Philosophy (PhD) degree by HU.

This new agreement expands EdUHK's current arrangements with University of Lorraine in France, targeting PhD students, and with Leuphana University of Lüneburg in Germany which provides similar learning opportunities for EdD students.

為拓展在亞太地區國家的合作研究及培訓，香港教育大學及日本廣島大學校長簽訂學術及教育合作協議。根據上述協議，教大與廣島大學將會增設一個雙學位博士課程。完成課程後，學生將獲教大頒授的教育博士以及廣島大學的哲學博士學位。

二零一六年，教大與法國洛林大學共同設立了首個雙博士學位課程，對象為哲學博士生。為了提供均等機會予教育博士生，教大與德國呂訥堡大學合作，設立了另一個雙博士學位課程。



Strengthening academic exchange with Tianjin University of Sport

與天津體育學院加強學術交流



In April, EdUHK signed a Memorandum of Understanding (MOU) with Tianjin University of Sport. Under the MOU, the two universities will further strengthen academic exchanges and collaboration; jointly carry out research projects, such as the application of STEM in the teaching of physical education (PE), and the engagement of SEN students in PE; and jointly organise academic conferences, forums and professional training to raise academic standards in the field of sport.

教大於今年四月與天津體育學院簽訂合作協議，未來兩年將加強兩所大學的學術交流和協作。兩校會共同開展研究項目，包括將STEM教育應用在體育教學層面，以及研究有特殊教育需要學童在體育方面的發展等。兩校亦會合辦學術會議、論壇及專業培訓，藉此提高兩所大學的體育學術水平。



(左起) 教大教學科技中心總監江紹祥教授、賽馬會慈善及社區事務執行總監張亮先生、教育局副秘書長鄭偉源先生、教大校長張仁良教授、香港城市大學副校長(發展及對外關係)李國安教授、以及大埔德萃小學及九龍德萃學校總校長朱子穎先生主持開幕儀式

Officiating at the opening ceremony were (from left): Professor Kong Siu-cheung, Director of EdUHK Centre for Learning, Teaching and Technology; Mr Leong Cheung, Executive Director, Charities and Community of The Hong Kong Jockey Club; Mr Rex Chang Wai-yuen, Deputy Secretary for Education of the HKSAR; Professor Stephen Cheung Yan-leung, President of EdUHK; Professor Matthew Lee Kwok-on, Vice President (Development and External Relations) of City University of Hong Kong; and Principal Chu Tsz-wing, Chief Headmaster of St. Hilary's Primary School and VNSAA St. Hilary's School

Promoting computational thinking education

推動運算思維教育

From 13 to 16 June, the International Conference on Computational Thinking Education 2019 cum Coding Fair, organised by CoolThink@JC, was held at EdUHK. The four-day event attracted over 5,000 world-renowned academics, frontline education practitioners, IT professionals, and teachers and students from local primary schools, among others.

Scholars from 17 countries or places shared and discussed their experience in implementing computational thinking education or related research at the Conference, while the Coding Fair, under the theme of 'Code, Music & Sports', offered a range of activities, including a sailboat from the Physical Education Unit of the Education Bureau to demonstrate the integration of coding and sports, coding workshops, parent seminars, booth exhibitions and bouncy castles.

EdUHK President Professor Stephen Cheung Yan-leung said, "As part of its ongoing efforts to promote STEM education, EdUHK has committed to enhancing the capacity of pre-service teachers in this regard. Through experts sharing their fruitful experience and research findings, the Conference brings together innovative ideas from around the world to deepen understanding of computational thinking education among local teachers and students, bolster the implementation of STEM education, and nurture innovative talent for Hong Kong."





The four-year CoolThink@JC programme, created and funded by The Hong Kong Jockey Club Charities Trust (the Trust), and co-created by The Education University of Hong Kong, the Massachusetts Institute of Technology, and City University of Hong Kong, nurtures students' problem solving skills and creativity in the digital era to help them move beyond mere consumers of technology to become technology innovators.

Mr Leong Cheung, Executive Director, Charities and Community of The Hong Kong Jockey Club, said: "The Club's support of computational thinking education is not just to prepare our future workforce, we are investing in digital creativity to preserve our humanity in the future world of AI and robotics."

The Programme provides 32 local schools with a head start in computational thinking-coding education in computer lessons. Since its launch in 2016, close to 18,000 students from Primary 4 to 6 have benefitted. With the Trust's donation, the Programme has also supported the professional development of over 100 teachers, an evidence-based curriculum, classroom infrastructure, in-class support, and parent education.

由「賽馬會運算思維教育」計劃策動的「運算思維教育國際會議2019暨編程嘉年華」，於六月十三至十六日期間在教大舉行。一連四日的活動，吸引逾五千名來自世界各地的著名學者、教育界前線工作者、科技界專業人士及本地小學師生參與。

這場國際會議邀請十七名來自不同國家或地區的學者，分享學術研究成果及落實和推動運算思維教育的經驗。今年的活動主題為「Code」、『曲』&『郁』，提供一連串豐富活動，包括由教育局體育組策劃的帆船運動，展示如何結合運動與編程，另有親子編程工作坊、家長講座、互動攤位展覽及各類充氣遊戲。

教大校長張仁良教授表示：「為配合推行STEM教學，教大一直致力提升準教師推動STEM教育的能力，是次國際會議把世界各地的創新思維帶到香港，透過專家學者分享經驗及研究成果，將進一步加強本地師生對運算思維教育的認識，從而令STEM教學持續進步，培育更多創科人才。」

為期四年的「賽馬會運算思維教育」CoolThink@JC計劃由香港賽馬會慈善信託基金策劃及捐助，由香港教育大學、美國麻省理工學院及香港城市大學聯合策劃，培養小學生在數碼時代的解難能力與創造力，幫助他們由單純的科技消費者變為科技應用和創造者。賽馬會慈善及社區事務執行總監張亮先生表示，「馬會支持運算思維教育，不單為未來的人才作好準備，更是透過帶動數碼創意，使未來人工智能及機械世界更為人性化。」

「賽馬會運算思維教育」在三十二間先導小學推行，學生可於電腦課堂學習運算思維及編程。自二零一六年計劃推行以來，已有近一萬八千名小四至小六學生受惠。同時，在基金會慷慨捐助下，計劃亦為逾一百名教師提供專業培訓，研發實證為本教材、添置課室設備、提供課堂支援以及進行家長教育。



EdUHK to host HK's first-ever iGeo

教大主辦香港首屆國際地理奧林匹克

The 16th International Geography Olympiad (iGeo) will be held on EdUHK campus from 30 July to 5 August 2019. The annual competition brings together the best 16- to 19-year-old geography students from all over the world. This year's theme is "Discovering a vibrant city for our smart future".

For more information on the international competition, visit www.geoolympiad.org

第十六屆國際地理奧林匹克，將於七月三十日至八月五日期間在教大校園舉行。這場年度盛事集合全球頂尖地理學生，年齡介乎十六至十九歲。今年的競賽主題為「體驗動感城市，開創智慧未來」。

欲了解這場國際賽的詳情，可瀏覽 www.geoolympiad.org

Seljalandsfoss waterfall
塞里雅蘭瀑布

Finding happiness through positivity

尋覓快樂正能量



The Finding Happiness through Positivity (FHP) Programme 2018-19 aims at nurturing a positive attitude in students. Through a course on positive psychology, the students learn about the domains of a flourishing life, namely positive accomplishment, positive emotions, positive engagement, positive relationships, positive health, and positive purpose. With this foundation, they then travel to either Iceland or Finland to explore the culture of one of the happiest countries in the world.

「幸福計劃（正面尋找）二零一八至一九」旨在培育同學建立正面態度。該計劃透過正向心理學課程，讓同學明白豐盛人生的各個領域包括成就感、正向情緒、全情投入、正向人際關係、身心健康及正面目標。建基於此，同學到訪冰島或芬蘭，探索這兩個舉世聞名的幸福國度的文化。



Timothy Yau Tsz-kin
邱子健

Bachelor of Education (Honours)
(Physical Education)
體育教育榮譽學士



A meaningful and joyful visit to Hringsjá, a vocational and educational centre in Reykjavík, the capital city of Iceland
探訪冰島首都雷克雅未克的職業技能發展學校·收穫豐富·十分愉快



The Hengill volcano is impressive and inspiring. The trip opened our eyes to the beauty of the natural environment

亨吉德山的火山溫泉令人印象難忘·優美的自然環境讓我們大開眼界



Locals say "Life is too short, so try to make it longer with big moments". They explained that they are willing to spend time with their loved ones, and they express gratitude for their companionship. To thank them for their sharing, we gave them popular snacks from Hong Kong as gifts
當地人說:「人生匆匆·用重大的時刻來增添意義吧。」他們指出·冰島人願意花時間與摯愛相處·一同參與彼此喜歡的活動·亦不時感激另一半的陪伴。訪問後·我們送上由香港帶來的零食·以表謝意



Conducting interviews with locals at a shopping mall. The participants said they consider personal freedom and family relationships to be more important than money and status

傍晚·我們在商場訪問當地人。受訪者表示自由與親情·比金錢和社會地位都重要

Passing the ball wide

薪火相傳 廣授球藝



The Hong Kong Sevens is a truly world-class sporting event. A strong drawcard for rugby players and fans alike, it has helped spark growing local interest in rugby.

Although rugby is not commonly played in local schools, there is a pool of homegrown talent. Among the 16 players selected to represent Hong Kong in the 9th FIT (Federation of International Touch) Touch World Cup, that began in April in Malaysia, two are EdUHK graduates – Ng Chok-shing and Pang Ho-lam – while teammates Chung Ka-ling and Wong Chi-ling are in the Bachelor of Education (Honours) (Physical Education) programme at EdUHK.

To prepare for matches against teams such as South Africa, France and Australia, the Hong Kong National Touch Team, led by Team Manager Mr Nick Lam Wan-chun, underwent training with Head Coach Mr Zanio Yong Chi-fung. Both Nick and Zanio are EdUHK alumni.

In the same month, fellow students on the EdUHK Touch Committee organised the Tertiary Touch Tournament, an intercollegiate competition under the Hong Kong Rugby Union (HKRU).

香港國際七人欖球賽無疑已成為國際體育盛事，不但匯聚大量欖球好手和捧場客，更燃起本地人對這項運動的興趣。

儘管欖球在香港學界不算普及，卻人才濟濟。由馬來西亞主辦的第九屆非撞式欖球世界盃今年四月開鑼，獲選代表香港的十六名球手中，吳作城、彭皓霖兩位為教大畢業生，其隊友鍾嘉鈴和黃祉羚則是教大體育教育榮譽學士課程學生。

香港非撞式欖球隊在本屆賽事中迎戰南非、法國及澳洲隊，而帶領他們備戰的領隊藍尹聰先生和教練翁志豐先生亦為教大校友。

此外，教大非撞式欖球委員會亦於同月籌辦香港欖球總會旗下的非撞式欖球大專賽。

Developing rugby in the field

Zanio's interest in rugby began when he was in Form Six. During his studies at the then Hong Kong Institute of Education, he acted as a player-coach, helping build the Institute's first rugby team. "I am very lucky to have been taught by many sports experts and lecturers. They have all influenced me in a positive, professional way. As a PE teacher, I try to follow in their footsteps by teaching everything I know."

With the foundation laid by Zanio and his peers, and with the support of the Department of Health and Physical Education (HPE), rugby has flourished on campus. Today, the University boasts a women's team and a men's team in both contact and non-contact rugby, with another alumnus, Dr Chow Chi-ching, Assistant Professor at HPE, coaching them. EdUHK's rugby enthusiasts have their sights set higher and further than the boundaries of the campus. They believe the best way to develop touch rugby in Hong Kong to an international level is through a grassroots engagement approach with school participation.

Recognising teachers' unfamiliarity with the sport and the lack of an existing structure to introduce the sport to students, Zanio, together with Mr Kevin Kam Wai-keung, Senior Lecturer I at HPE, and Adjunct Professor Dr Li Chung, partnered with HKRU to put together the *HSBC Try Rugby Programme EdU Touch Resource Pack*. Tailor-made for Hong Kong, it enables enjoyment of the sport without concerns about venue constraints.

EdUHK is leading the way by teaching rugby to all its PE students. For in-service teachers, the teaching pack, generously sponsored by HSBC, can be downloaded for free, supplemented by free workshops during the PE Teacher Conference held each summer.

With the reintroduction of rugby in the Olympic Games in 2016, now is a great time to increase the profile of rugby locally. After the successful uptake of this training pack, one catering for students with special needs is currently being developed so that more people can reap the positive benefits of participating in sports.



(From left): Team Manager Mr Nick Lam Wan-chun, alumni Mr Pang Ho-lam and Mr Ng Chok-sing, students Miss Wong Chi-ling and Miss Chung Ka-ling, and Head Coach Mr Zanio Yong Chi-fung (左起) 領隊藍尹聰先生、校友彭皓霖先生、吳作城先生、學生黃祉聆小姐及鍾嘉鈴小姐、教練翁志豐先生

培訓欖球英才

翁志豐自中六開始愛上欖球。在學期間，他身兼球員及教練角色，協助當時的香港教育學院建立首支欖球隊。「我有幸得到不少體育專家及講師的指導；他們非常專業，給予我正面影響。成為體育老師後，我亦努力跟隨他們的步伐，對後輩傾囊相授。」

翁志豐及其團隊為教大打下良好根基，加上健康與體育學系的支持，校內的欖球運動發展欣欣向榮。如今，教大在傳統欖球及非撞式欖球兩方面均擁有男女子隊，由健康與體育學系助理教授周志清博士擔任教練。周博士亦為教大校友。教大的欖球愛好者高瞻遠矚，目光不僅局限於大學校園。他們相信，要將香港非撞式欖球帶上國際舞台，必須從本地學界開始，推動基層參與，才是上策。

有鑑於本地教師對欖球認識不多，而現行課程結構亦缺乏對這項運動的介紹，健康與體育學系高級講師甘偉強和客座教授李宗博士，便與香港欖球總會合作，推出《滙豐欖球體驗計劃：EdU Touch 教材套》。這套教材特別為香港的情況量身設計，以期任何人均可享受這項運動，不受場地限制。

與此同時，教大亦積極向體育系學生教授欖球運動，現職教師可免費下載由滙豐銀行慷慨資助的教材套，並可參加香港體育教師會議每年夏天舉辦的免費工作坊。

二零一六年夏季奧運會重新引入欖球項目，現時可說是宣揚本地欖球運動的好時機。由於教材套大受歡迎，教大現正製作專為有特殊需要學生而設的教材套，務求讓更多人分享這項運動帶來的好處。



HSBC Try Rugby Programme
EdU Touch Resource Pack
《滙豐欖球體驗計劃：EdU Touch
教材套》

Art is everywhere

藝術零距離

Art may seem remote to many, but it is actually part of our daily lives; in fact, it is likely just around the corner. Someone who has put art directly in the public view is Terena Wong Lai-tung, who is currently studying in Year 5 of the Bachelor of Education (Honours) (Visual Arts) programme at The Education University of Hong Kong. Since Year 1, she has volunteered for a variety of community art projects. She has worked with both government departments and charity organisations, and her work can now be seen in different districts across Hong Kong, on staircases, pianos and school walls.

對不少人來說，藝術看似高不可攀，其實卻平易近人，可以在我們生活某個角落中隨時展現。教大視覺藝術教育榮譽學士學位五年級學生王麗童，正是將藝術普及於群眾的明證。她自大學一年級起，便以義工形式參與各類型社區藝術計畫，與不同政府部門和慈善組織合作。現時她的作品已遍佈各區，見諸於樓梯、鋼琴，以至不同學校的牆壁上。

Painting Ink, Jao Tsung-I Academy, HK
饒宗頤文化館《繪墨》





Kowloon City District Community Art Project
九龍城社區藝術活動

Terena, who has been fond of painting since childhood, decided long ago to turn her interest into a vocation. However, outdoor painting is by no means easy. It requires a special set of skills, and of course, depends on decent weather. Despite the challenges, Terena feels that the hard work is well worthwhile because her efforts are crowned with joy. She had long since noticed that large eye-catching outdoor paintings arouse the curiosity of the general public. Some people have even taken the trouble to enquire about such art. This shows that community-based art can add colour to people's lives and draw them closer to art, and that art is not confined to the hallowed halls of museums. Terena also hopes that the public will see the stories in the paintings and thereby gain a stronger sense of community belonging. For instance, a painting on a staircase in Whampoa district that depicts sea turtles and colourful fish swimming in a blue ocean tells us something about the history of Whampoa, which was developed on reclaimed land.

Terena also hopes to convey joy and communicate positive energy through her paintings. She took part in the Youth Suicide Prevention Plan 2018/19, for which she created a painting at the Wu Tip Shan Lookout in Fanling. She has also visited many schools to guide students in the techniques of painting on bricks and cement. By painting school murals, students can enhance the appearance of their campus and express their ideas and emotions. In addition to teaching art, Terena shares her personal story, in the hope that the example she sets will inspire others to pursue their dreams and aspirations. Terena plans to go abroad to study for a master's degree after she graduates this summer. She believes strongly in the boundless possibilities of art and is certain she will be able to contribute much more to community art and education by becoming better equipped.



Fantasy Stair,
The Landmark,
HK
中環置地廣場的
立體畫

3D painting in California to promote
Katy Perry's album
於加州創作立體畫，為美國歌手Katy Perry進行唱片宣傳



麗童自小熱愛繪畫，很早便立志要以興趣為事業。當然，戶外作畫甚考功夫，亦備受天氣影響，絕非易事，但麗童無懼困難，更樂在其中。她發現，藉著大幅顯眼的畫作，能引發市民的好奇心；有人甚至主動詢問有關藝術的事。在社區作畫，既可點綴居民的生活，亦可把藝術帶到他們身邊，毋須親赴博物館已能欣賞藝術。麗童更期望，市民藉著畫作了解其中故事，加強其社區歸屬感。就以黃埔區一幅樓梯畫為例，栩栩如生的海龜與色彩斑斕的魚兒在碧海暢泳，正好訴說出黃埔由填海而來的變遷。

麗童亦希望藉著畫作，傳遞快樂正能量。她曾參與二零一八至一九年度預防青少年自殺工作計劃，在粉嶺區蝴蝶山徑作畫，亦曾到訪不同學校，指導學生完成壁畫創作。美化校園之餘，學生也可藉著畫筆抒發情意。教畫以外，麗童更不時分享自己的故事，鼓勵他人追夢。麗童將於今年畢業，並計劃到外國繼續升學，修讀碩士學位。她堅信，藝術有無限可能，盼望將來能以更扎實的學養，為社區藝術與藝術教育作出更多貢獻。



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書摘



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"Art has no boundaries" 2019, Outdoor mural painting
「藝術本無框架」2019，戶外壁畫

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