



香港教育大學

The Education University
of Hong Kong

EdUHK Futures

教
大
未
來

呂賜杰教授

培養分析力 與解決問題的能力

Professor Looi Chee-kit

Nurturing analysis and problem-solving



李子建教授

人工智能與教育工作者雙劍合璧

Professor John Lee Chi-Kin
Embracing AI's transformative
potential while celebrating
the irreplaceable role of
human educators

楊少詩教授

通過創新與互動改革語言學習
的社交機器人：Joey

Professor Susanna Yeung Siu-sze
Joey: revolutionising
language learning through
innovation and interactivity

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Nurturing analysis and problem-solving

培養分析力與解決問題的能力

Professor Looi Chee-kit, Research Chair Professor of Learning Sciences, looks at how the learning environment will be in the near future.

我們的學習環境在不遠將來會有甚麼發展？學習科學研究講座教授呂賜杰教授就這議題和我們進行了深入探討。



Combining learning sciences with computer science

Appointed by the University last year as Research Chair Professor of Learning Sciences, Professor Looi has a wealth of experience and knowledge in learning sciences, AI in education, and computational thinking. His research has had a significant impact on educational practices. He is a Fellow of the International Society of the Learning Sciences, and an Emeritus Professor at the National Institute of Education of Nanyang Technological University in Singapore.

Professor Looi came to learning sciences through research in artificial intelligence (AI). “I began as a computer scientist, focusing my interest on AI for my master’s and my doctoral degree,” he explains. Earning his PhD at the University of Edinburgh at a time when AI was relatively still in its infancy, he was investigating how this technology could benefit society. “I wanted to take AI out of the laboratory and put it to good use. Education was the sector in which I felt the technology could have the most impact,” he adds. Consequently, he designed systems to help students learn programming, mathematics and geography.

It was this early attempt at practical implementation, in the 1990s, that led Professor Looi to understand the significant barriers in bringing technology to learners. Teachers faced challenges in adopting and designing technology-enabled curricula for many reasons, one of which being that assessment systems were not aligned with the use of technology in learning and teaching. “This issue made me curious and, as I delved deeper, I saw that building systems was only one piece of the problem,” he explains. “It convinced me to move away from my orientation in technology and take a broader look at education.”

學習科學與計算機科學的結合

呂教授去年獲大學任命為學習科學研究講座教授。他擁有學習科學、教育中的人工智能 (AI) 以及計算思維三方面豐富的經驗和知識。他的研究對教育實踐產生了重大影響。他是國際學習科學學會的會士，也是新加坡南洋理工大學國立教育學院的名譽教授。

呂教授通過人工智能 (AI) 的研究進入學習科學領域。他解釋道：「我原本是一名計算機科學家，我的碩士和博士學位都是專注研究人工智能。」他在愛丁堡大學獲得博士學位時，AI 仍處於襁褓階段。他已在探究這項技術如何能夠造福社會。他表示：「我希望 AI 能從實驗室轉移到實際應用中，而教育就是我認為最能產生影響的領域。」因此，他設計一些系統，幫助學生學習編程、數學和地理。

呂教授在上世紀九十年代早期實踐的嘗試使他認識到將技術帶給學習者的重大障礙。教師在採用和設計這項技術支援課程時會面臨多種挑戰，諸如：評估系統和學與教的應用技術並不一致。「這個問題令我疑惑，而隨著深入研究，我才發現構建系統只是問題的一部分，」他解釋道。「這使我確信要擺脫對技術方面的傾向，轉而以更廣闊的角度看待教育。」

Practical application of technology

This brought Professor Looi into the research area of learning sciences, and he dedicated his research to understanding how students learn and finding ways for technology to enhance this. Whereas, decades ago, teachers and textbooks were the sole providers of content for learners, the internet now provides a huge bank of resources. AI, however, has the ability to make that content even more freely accessible and interactive to learners, and to personalise their learning experiences. “As with the internet, it’s vital to enable students to take a critical stance towards information. And that’s where the educators come in,” says Professor Looi. He envisages a classroom, in which AI serves as a learning tool as well as performing a teacher’s administrative tasks. “AI will do the heavy lifting, allowing teachers to focus more on students’ needs.”

The technology can go beyond that, though. Professor Looi has carried out significant research in implementing ‘rapid collaborative learning’. He explains that AI can dispense the knowledge, while the teacher elicits students to form their own ideas and then think them through. For example, in a traditional large class, only one student is active at a given time – the one answering the question. However, if students each have a tablet, when they are prompted by a teacher or an AI program, they can scribble down their ideas, enabling further group discussion and interaction. “In this scenario, it’s not only the loudest class member who gets heard. It enables teachers to use the Socratic method, whereby the students discover the key issues themselves through dynamic interaction. The teacher guides the class through the discussion, ensuring the key learning points are covered or thoroughly discussed,” he says. This method can be applied to discussing solutions in maths, analysis of historical events, language learning, and in many other subjects and disciplines.

技術的實際應用

就這樣，呂教授進入了學習科學的研究領域。他致力於了解學生如何學習，並尋找增強學習技術的方式。數十年前，教師和教科書是學習者內容的唯一來源，而如今互聯網提供了大量資源。然而，AI能更有力地讓學習者自由獲取這些內容，並開展互動，並轉化為學習者個人的學習體驗。呂教授指出：「與對待互聯網一樣，如何令學生學會對獲取的資訊採取批判性態度非常重要，而這正是教育工作者的作用。」他設想了一個教室，AI既是學習工具，亦履行教師的行政任務。「AI將減輕繁重的工作，讓教師可以更專注於學生的需求。」

誠然，這項技術還可以更超前。呂教授在實施「快速協作學習」方面作過重要研究。他解釋道，AI可以提供知識，而教師則可以引導學生建立自己的想法，並作反思。例如，在傳統的大班課堂中，每次只有一名學生是主動的——就是那個回答問題的學生。然而，如果每名學生都有一台平板電腦，當他們得到教師或AI程序提示時，便可以快速寫下自己的想法，從而促進群組進一步的討論和互動。他表示：「在這種情況下，不只是班中聲音最響亮的成員被聽到，更可讓教師使用蘇格拉底式教學法，令學生通過互動由自己發現關鍵問題。教師通過討論引導班級，確保關鍵學習點得以全面涵蓋或深入討論。」這種方法可以應用於數學問題的討論、歷史事件的分析和語言學習，以及許多其他學科和領域。



Presenting a keynote talk on AI in Education at a conference in China in 2024.
二零二四年在內地舉行的學術會議上，發表關於教育領域人工智能的主題演講。

An interdisciplinary future

Professor Looi points out, however, that his vision of learning sciences is much more than students merely using technology to learn. “As technology gets more pervasive, we need to be more than just consumers, otherwise AI technology will overwhelm or overtake us. Going forward, everyone will need a basic understanding of how it works, and even be creators,” he says. With some basic fundamental understanding of how computers work, students can adopt a computational thinking mindset: identifying problems and designing solutions which are precise enough for humans or computers to follow to solve the problem. “Taking a complex problem, deconstructing it, analysing it in a logical manner and finding patterns in the solution, allows students to be productive problem solvers and learn. This does not only apply to STEM subjects, but also humanities, for example,” says Professor Looi.

To facilitate this, EdUHK offers AI literacy courses to students, nurturing them with knowledge of how AI works, and how to use it in an ethical manner, such as declaring usage in assignments. “Undergraduates need to know AI’s limitations and constraints. Tools like generative content creation are still relatively new,” explains Professor Looi. “We coach them to use AI to help with their careers and to be digitally savvy, so that they will share their ethical use practices with the younger generation and use the technology for the benefit of society, such as helping the disadvantaged,” he adds.

As Chair Professor, he sees his role as bringing a learning sciences perspective to leadership, collaboration and innovation at the University. “We’ve started a research cluster, and the intention is for it to eventually grow into becoming a learning sciences research centre,” he says. With the interdisciplinary nature of learning sciences, Professor Looi is looking to conduct research in conjunction with other academics. “Collaborating with other departments at the University, such as Psychology and Early Childhood Education, for example, we can conduct research across a wider spectrum, and set up interdisciplinary taught postgraduate programmes,” he explains. “This is important as learning sciences and AI-based technologies are important to how all subject disciplines are taught today, and how they will be in the future,” he says.

跨學科的未來

然而，呂教授指出，他對學習科學的願景不僅是學生使用技術來學習。「隨著技術的普及，我們不僅僅是AI產品的消費者，否則AI技術會壓倒乃至取代我們。未來，每個人都需要對其運作有基本理解，甚至成為其創造者。」學生如果具備計算機運作的基本認識，就能採用計算思維的心態去識別問題，並精確設計出讓人類或計算機可以遵循的解決方案。「將複雜問題分解，以邏輯方式分析，並尋找解決方案中的模式，讓學生成為有效的問題解決者，並從中學習。這不僅適用於STEM學科，也適用於人文學科。」呂教授表示。

為了達到上述目的，教大提供AI素養課程，培養學生了解AI的運作方式，以及如何以合乎道德的方式使用它，例如在作業中聲明使用情況。「本科生需要了解AI的約束和局限性。像生成內容創建這類工具仍然相對嶄新。」呂教授解釋道：「我們指導他們使用AI，協助事業發展，讓他們具備數字素養，以便他們能夠將倫理使用的實踐傳授給年輕一代，並利用技術造福社會，例如幫助弱勢群體。」

作為學習科學講座教授，呂教授認為自己的角色是將學習科學的觀點融入大學的領導、合作與創新之中。「我們已經開始了一個研究集群，目標是最終發展為一個學習科學研究中心。」由於學習科學的跨學科特性，呂教授希望與其他學者進行研究合作。「與大學其他學科如心理學和幼兒教育等合作，我們可以在更廣泛的範疇內作研究，並設立跨學科的研究生課程。」他補充道：「這一點很重要，因為學習科學和基於AI的技術對在今天所有學科的教學方式中都扮演著重要的角色，並將繼續影響未來的教學。」

Profile 簡介

- PhD in Artificial Intelligence from the University of Edinburgh, UK
英國愛丁堡大學人工智能博士
- Founding Head, Learning Sciences Lab, Singapore
新加坡學習科學實驗室創始負責人
- 2010 – Research on rapid collaborative learning, recognised in the US National Educational Technology Plan as a pivotal example of technology-enabled innovation with substantial impact on education
2010年 — 進行快速協作學習研究，獲得美國國家教育技術計劃的認可，成為技術驅動創新的重要範例，對教育產生了重大影響
- 2008 – 2017 – Conducted a decade of transformative research on seamless learning, enhancing educational practices in schools and leading to multiple successful research spinoffs that fostered innovative learning environments
2008年至2017年 — 進行了十年的變革性研究，專注於無縫學習，提升學校的教育實踐，並促成多個成功的研究衍生項目，創造創新的學習環境
- 2017 to 2019 – Served as President of the Global Chinese Society for Computers in Education
2017年至2019年 — 擔任全球華人計算機教育學會會長
- Publications – Authored over 150 papers in international journals, more than 60 books or chapters, and 180 refereed international conference papers
出版作品 — 在國際期刊上發表了超過150篇論文，撰寫了60多本書籍或章節，以及180篇經同儕審核的國際會議論文
- Emeritus Professor at the National Institute of Education, Nanyang Technological University
南洋理工大學國立教育研究院榮休教授
- Fellow of the International Society of Learning Sciences
國際學習科學學會院士
- Fellow of the Asia-Pacific Society for Computers in Education
亞太計算機教育學會院士

New 'Education Futures, Diverse Talents' approach innovates EdUHK curriculum

新策略「教育未來 多元專才」創新教大課程



Changing trends in society and technology mean there is an increasing demand for versatile talent. EdUHK's recent curriculum innovation is designed to nurture students' interdisciplinary skills to meet this demand.

隨著社會和科技的日益發展，對多元人才的需求日益增加。香港教育大學（教大）近期的課程革新旨在培養學生的跨學科技能，以滿足這一趨勢的發展。

The World Economic Forum (WEF) reported in 2023 that employment experts had predicted in the coming years people would experience multiple career changes during their working lives, and would therefore need to be lifelong learners. Its *Future of Jobs Report 2023* suggests that, in the future, half of all workers' core skills will need to be updated every five years.

To be able to adapt to this ever-changing world, young people will need interdisciplinary abilities, rather than knowledge housed purely within traditional siloed disciplines. An entrepreneurial and innovative spirit will be of great assistance, as will digital literacy and proficiency in the application of technologies, such as artificial intelligence. A firm grounding in possessing ethics, a sense of responsibility, traditional cultural literacy and a global perspective, will also be needed, so that innovation can be driven in a positive, human manner to the benefit of all members of society.

世界經濟論壇（WEF）於二零二三年指出，職業專家預測未來幾年人們在職業生涯中將經歷多次職業變更，因此需要成為終身學習者。《未來工作報告2023》建議，未來將有一半的員工，須每五年更新一次核心技能。

為了要適應不斷變化的世界，年輕人需要具備跨學科的能力，而非傳統單一學科的知識。培養創業和創新精神將大有裨益，而數位素養及應用技術（如人工智能）的熟練掌握也同樣重要。此外，堅實的倫理觀念、責任感、傳統文化素養和全球視野也是不可或缺；這樣才能以積極的、人性化的方式推動創新，造福社會各界成員。

To help address these needs and equip students with diverse competitiveness, EdUHK has introduced its 'Education Futures, Diverse Talents' approach for the 2025 to 2028 academic years. Part of this initiative is to revamp several existing five-year Bachelor of Education programmes to become 13 double degree programmes, starting from the 2025/26 cohort, enabling students to pursue both teaching and another profession (see full list). "The combinations devised are designed to be cross-sectoral, so graduates are prepared to be able to teach in both primary and secondary schools, meeting demand in the education sector," says **Professor May Cheng May-hung**, Vice President (Academic) and Chair Professor of Teacher Education at EdUHK. "Students will also participate in internships related to the non-education programmes, to give them experience and broaden their horizons outside of the classroom," she adds.

The University will also revamp the undergraduate curriculum in 2025/26 with four key emphases called 'Digital Literacy', 'National Security Education and Legal Knowledge', 'Entrepreneurship and Innovation', and 'Living and Working in our Country'. "This will provide whole-person development for students: something we feel is of great importance," explains Professor Cheng.

In addition, three new four-year bachelor's degree programmes will be introduced. They cover the areas of healthcare and rehabilitation, Chinese culture and communication, and personal finance.

The BSc (Honours) in Speech Pathology and Rehabilitation is EdUHK's first-ever undergraduate programme integrating speech pathology, rehabilitation and psychology. It trains language professionals in a cross-disciplinary manner to meet the evolving demands of global healthcare and rehabilitation.

The BA (Hons) in Digital Chinese Culture and Communication trains students to become proficient in Chinese linguistics, language, culture, media, and digital literacy. This enables them to understand the depth of Chinese tradition, while grasping an international perspective and a local viewpoint.

The BA (Hons) in Personal Finance provides a more inclusive personal finance curriculum as an alternative to the conventional 'corporate-centric' curriculum. It incorporates the latest developments in global financial services, including fintech, risk management, wealth management, investment analysis, and green and sustainable finance.

為了滿足這些需求，並使學生具備多元競爭力，教大於2025至2028學年提出「教育未來 多元專才」策略。該計劃將啟動課程改革，讓部分現有的五年制教育學士課程，從2025-26學年開始轉變為13個雙學位課程，使學生能夠同時攻讀教學及其他專業課程（詳情參見完整列表）。香港教育大學副校長（學術）及教師教育講座教授**鄭美紅教授**表示：「嶄新的課程組合旨在實現學科跨界，讓畢業生有足夠多元的知識教授小學生和中學生，以滿足教育界的期望。」她補充道：「學生還將參與非教育課程實習，以獲取相關經驗並拓寬課堂之外的視野。」

大學亦將於2025-26學年改革本科課程，重點強調四個範疇，分別是「數位素養」、「國家安全及法律教育」、「創新創業」以及「國情體驗」。鄭教授解釋道：「這些課程設置有助於學生的全人發展，我們認為這是至為重要的。」

在此基礎上，教大將推出三個全新的四年制學士學位課程，涵蓋健康護理與復康、中國文化與傳意，以及個人理財等領域。

言語病理學及復康榮譽理學士課程是香港教育大學首個整合言語病理學、復康和心理學的本科課程。該課程以跨專業的模式培養言語專業人才，以應對全球醫療及復康領域不斷變化的需求。

數碼中國文化與傳意榮譽文學士課程則旨在培養學生掌握中國語言學、語言、文化與媒體及數位素養的能力，讓學生既能理解中國傳統文化的底蘊，又能把握國際視野和本地觀點。

個人理財榮譽文學士課程，提供更具包容性的個人理財課程，作為傳統「以企業為中心」課程的替代方案。課程納入了全球金融服務的最新發展，包括金融科技、風險管理、財富管理、投資分析，以及綠色和可持續發展金融。





Bachelor of Education students will also benefit from practical experience in a Mainland China school, which will become a mandatory part of the programme in the 2025/26 academic year. “This experience takes students outside of the campus, gives them valuable teaching, while broadening their outlook and helping them stay up-to-date with the latest education developments in the region,” says Professor Cheng. This follows phased arrangements for all undergraduate students to visit cities in the Greater Bay Area starting from the 2023/24 academic year. Students not majoring in education will be required to take a compulsory subject called ‘Living and Working in Our Country’.

In order to attract ambitious and high-performing undergraduates, irrespective of their financial means, EdUHK will also increase the amount of entrance scholarships by 40% to over HK\$ 24 million in the 2025 academic year. This includes the introduction of the HKDSE ‘Star Scholarship Scheme’ for JUPAS entrants, which aims to further enhance Hong Kong’s position as an international hub for higher education.

Looking further ahead, a new Master of Social Sciences in Educational Psychology programme will be offered to the 2026/27 cohort. This two-year programme follows a scientist-practitioner model, merging academic studies, research and practical experience. Its aim is to produce professional educational psychologists capable of practising in Hong Kong.

These innovations to EdUHK’s education curriculum are designed to result in well-rounded graduates. “We aim to develop our students so they become professionals with diverse talents. Apart from gaining competence in the subject taught, our programmes encourage aspiring teachers to develop different skills, achieve in different areas and across disciplines, such as STEAM education, AI, metaverse, meeting students’ educational needs, national security education and patriotic education,” explains Professor Cheng.

至於教育學士課程，由2025-26學年起，於中國內地學校實習將納入課程的必修部分。鄭教授表示：「這段經歷使學生走出校園，獲得寶貴的教學經驗，同時拓寬他們的視野，幫助他們緊貼最新的地區教育發展。」這是自2023-24學年起，所有本科生獲安排分階段訪問大灣區城市後的新舉措。非教育專業的學生則將被要求修讀一門名為《國情體驗》的必修科目。

為了吸引有志向和表現卓越的本科生，教大將於2025學年增加入學獎學金總額四成至二千四百多萬港元，並以非經濟條件為頒發準則。這包括為JUPAS入學者推出的「文憑試『星級』獎學金」，旨在進一步提升香港作為國際高等教育樞紐的地位。

展望未來，教大於2026-27學年將開設新的社會科學碩士（教育心理學）課程。這個為期兩年的課程遵循科學家—實踐者模式，融合學術研究和實踐經驗。其目標是培養能在香港執業的專業教育心理學家。

這些教大教育課程的革新旨在培養全方位發展的畢業生。鄭教授解釋道：「我們的目標是培養學生成為多元面向的專業人士。除了掌握專業學科外，我們的課程還鼓勵有志為師的同學培養不同的技能，在不同領域和學科中取得成就，例如STEAM教育、人工智能、元宇宙、配合不同學習需要的特殊教育、國家安全教育和愛國教育。」

Double Degree programmes (from 2025-2028)

BA (Hons) in Creative and Digital Arts and BEd (Hons) (Music)

BA (Hons) in Creative and Digital Arts and BEd (Hons) (Visual Arts)

BA (Hons) in Digital Chinese Culture and Communication and BEd (Hons) (Chinese Language)

BA (Hons) in English Studies and Digital Communication and BEd (Hons) (English Language)

BA (Hons) in Heritage Education and Arts Management and BEd (Hons) (Chinese History)

BSocSc (Hons) in Psychology and BEd (Hons) (Early Childhood Education)

BA (Hons) in Personal Finance and BEd (Hons) (Business, Accounting and Financial Studies)

BSc (Hons) in Artificial Intelligence and Educational Technology and BEd (Hons) (Information and Communication Technology and Primary Science)

BSc (Hons) in Artificial Intelligence and Educational Technology and BEd (Hons) (Primary Mathematics)

BSc (Hons) in Sports Science and Coaching and BEd (Hons) (Physical Education)

BSc (Hons) in Integrated Environmental Management and BEd (Hons) (Science) *Chemistry major will be offered in 2025/26*

BSocSc (Hons) in Sociology and Community Studies and BEd (Hons) (Geography)

BSocSc (Hons) in Sociology and Community Studies and BEd (Hons) (Primary Humanities)

雙學位課程 (2025至2028)

創意藝術與數碼藝術榮譽文學士及音樂教育榮譽學士

創意藝術與數碼藝術榮譽文學士及視覺藝術教育榮譽學士

數碼中國文化與傳意榮譽文學士及中文教育榮譽學士

英語研究及數碼傳訊榮譽文學士及英文教育榮譽學士

文化傳承教育與藝術管理榮譽文學士及中國歷史教育榮譽學士

心理學榮譽社會科學學士及幼兒教育榮譽學士

個人理財榮譽文學士及企業、會計與財務概論教育榮譽學士

人工智能與教育科技榮譽理學士及資訊及通訊科技及小學科學教育榮譽學士

人工智能與教育科技榮譽理學士及小學數學教育榮譽學士

運動科學與教練榮譽學士及體育教育榮譽學士

綜合環境管理榮譽理學士及科學教育榮譽學士
化學主修將於2025-26學年提供

社會學與社區研究榮譽社會科學學士及地理教育榮譽學士

社會學與社區研究榮譽社會科學學士及小學人文科教育榮譽學士



Embracing AI's transformative potential while celebrating the irreplaceable role of human educators

人工智能與教育工作者雙劍合璧

As artificial intelligence (AI) swiftly reshapes the very fabric of our daily lives, its influence on education is becoming more profound than ever. EdUHK President **Professor John Lee Chi-Kin**, shares his vision for Education Futures and delves into how AI can act as a powerful force in redefining the educational landscape, guiding us towards an era of enhanced learning and engagement.

人工智能迅速改變我們生活的每項細節，對教育亦產生前所未有的影響。香港教育大學（教大）校長李子建教授與我們分享他對「教育未來」的願景，探討人工智能如何重塑教育格局的強大力量，引領我們邁向增強學習和協作的年代。





The role of AI in education

Professor Lee begins by demonstrating a video of the innovative 'Digital John Lee', a sophisticated AI creation by Professor Song Yanjie of the Department of Mathematics and Information Technology and her team at EdUHK. "Digital John Lee is not only fluent in multiple languages but also possesses an extraordinary advantage – an extensive database of knowledge. In fact, I could send Digital John Lee to this interview in my place, and he might offer answers that surpass my own, complete with richer references," he jokes.

"It makes me think if there were a digital version of myself, that were exceptionally capable and constantly evolving, what would be my uniqueness and value? Moreover, shouldn't we, as human educators, take time to reflect on the unique contributions we offer that AI cannot replicate?" he asks. He sees the numerous ways AI tools can support teachers in their instructional roles. For instance, AI can significantly reduce teachers' workloads by automating tasks such as marking papers and preparing teaching materials. Furthermore, it can assess students' strengths and weaknesses, providing a comprehensive view of student performance over time. This data-driven insight enables teachers to create personalised learning pathways tailored to each student's needs. "Education will evolve with AI under human guidance, not compete against it."

人工智能在教育中的角色

李教授首先播放了一段由「數碼李子建」擔任主角的創意短片：這個人工智能角色由教大數學與資訊科技學系宋燕捷教授及其團隊創作，李教授笑說：「數碼李子建不僅熟練掌握多國語言，而且學識廣博、能力卓越，因背後有龐大的資料庫支援。其實我可以請『數碼李子建』代替我接受訪問，基於他有更豐富的資訊作為參考，對答應該比我更出色。」

李教授進一步說道，「這個人工智能角色令我反思，如果有一個數碼版的我，工作能力強，而且能夠不斷進化，那麼我作為現實生活中的個人還有甚麼獨特價值呢？而且，身為教育工作者，我們是不是應該反思，自己有甚麼獨特的貢獻是人工智能無法替代的呢？」李教授看到了人工智能工具在支持教師教學角色方面的多種方式。例如，人工智能可通過自動完成批改作業、準備教材等任務，極大減輕教師的工作量；又可以評估學生的強項與弱項，為學生的表現提供持續全面的判斷。根據大數據分析，老師可以按學生的需求訂制個性化的學習方案。他說：「教育將在人類的引導下與人工智能一起發展演進，而不是與之競爭。」



Envisioning the future of education

At the heart of Professor Lee's vision for 'Future Education' is the role of 'Future Educators', where AI cannot replicate the emotional intelligence, interpersonal skills as well as the human warmth and experiences that human teachers possess. "Teachers are 'engineers of the soul', capable of recognising the unique value within each student and engaging them in meaningful ways," he asserts. "They connect with students on a human level, communicating through the principles of truth, goodness and beauty." This reflects his belief that education transcends mere transmission of knowledge, it involves fostering a nurturing environment where students can develop holistically and flourish with positive values and well-being.

He suggests the building of a collaborative ecosystem among educators, students, businesses and the community. "We should build strong partnerships to ensure that the diverse needs of every student are met." This approach cultivates a more inclusive educational environment, where differentiated instruction and tailored learning opportunities for better student development can thrive.

"Education will evolve with AI under human guidance, not compete against it."

「教育將在人類的引導下與人工智能一起發展演進，而不是與之競爭。」

Preparing future students

To nurture 'Future Students', Professor Lee stresses that education must go beyond mere academic achievement. "It should equip students with the 21st century or future-ready skills necessary for productive citizenship, support their personal goals and enhance their overall well-being."

He cites the New Six Arts Courses, introduced by EdUHK in the 2024/25 academic year, as an example, which blends the ancient Chinese concepts of rites, music, archery, charioteering, calligraphy and mathematics with innovative technology and experiential learning. "These courses are designed to deepen students' appreciation of Chinese culture and prepare them for modern societal and national needs. We are dedicated to nurturing comprehensive growth across five fundamental dimensions of life: ethics, intellect, physical health, social skills and aesthetics," he explains.

展望教育的未來

李教授對於「教育未來」的願景核心，是「未來教育工作者」的角色，人工智能無法取代人類教師所具備的情感智慧、人際關係技巧、人情味和經驗。「教師作為『心靈工程師』，能夠認識每個學生的獨特價值並以多種方式與他們互動交往。」李教授指：「教師與學生在人性層面溝通，以真善美為原則進行交流。」這反映了他的信念即教育不單是知識的傳授，還包括營造有利的環境，讓學生全面發展，建立積極的價值觀，並培養幸福感。

他建議在教育工作者、學生、企業和社區之間建立一個協作生態系統。「我們應該充分合作，確保能滿足每個學生的多樣化需要。」這樣的方式培養了更具包容性的教育環境，個人化的教學方式和量身訂制的學習機會能促進學生更好的發展。

裝備未來學生

為培育「未來學生」，李教授強調，教育不能只強調學術成就。「它必須以二十一世紀乃至未來所需的技能裝備學生，讓他們成為對社會多有貢獻的公民，支持他們實現個人目標，以及提升他們的整體福祉。」

李教授以教大2024-25學年推出的「新六藝課程」為例，把中國古代的禮、樂、射、御、書、數，與創新科技及體驗式學習融合起來。他進一步解釋道：「這些課程旨在加深學生對中華文化的喜愛，為現代社會和國家需要做好準備。我們致力於促進學生在德、智、體、群、美五大方面全面發展。」

Cultivating the future workforce

When discussing the 'Future Workforce', Professor Lee acknowledges the sweeping changes in demographics and global dynamics that will influence both education and employment. "As AI evolves, new jobs will emerge, and existing roles will transform. Perhaps it's time for us to return to the basics, unlearn some old knowledge and relearn new competencies," he says.

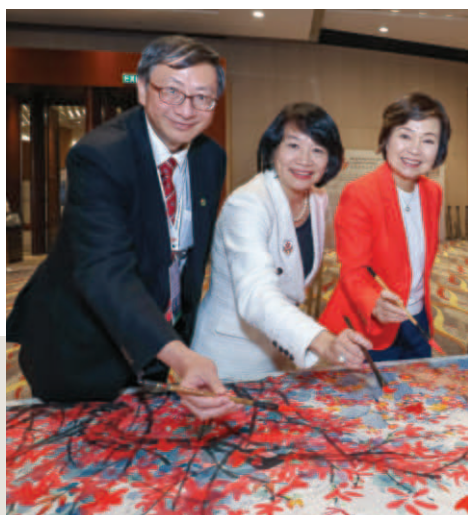
Professor Lee believes that future education must prioritise critical thinking, creativity, interpersonal skills, digital literacy, cultural understanding, cross-cultural awareness and national values – values and skills that AI cannot replicate. "While we should teach students how to effectively use and understand AI tools in order to succeed in an AI-driven future, these skills are vital for preparing them for a globally connected world. Our goal is to nurture talent who will contribute meaningfully to society, our nation, and the world," he says.

He reaffirms EdUHK's commitment to nurturing 'Future Talents' with virtues. Whether one is a general, specialised or innovative talent, virtues such as professional ethics, patriotism, integrity, innovation and respect for diverse cultures are essential for all.

The Impact of AI on Learning

Professor Lee highlights the critical role of AI in enhancing educational practices. However, he cautions that integrating AI into education must be done thoughtfully and prudently. "As education specialists and educators, we must navigate the ethical implications of AI use in classrooms, prioritise ethical considerations and foster a responsible approach to technology. Students, too, must learn to wield AI wisely and ethically, avoiding undue dependence on it," he explains. In early 2023, EdUHK introduced the 6-P pedagogical approach (Plan, Prompt, Preview, Produce, Peer Review, Portfolio) for leveraging AI-enabled generative tools to enhance teaching and learning efficacy while providing moral guidance.

Professor Lee reiterates the importance of preserving the human and socio-cultural elements of education. "AI will not replace educators; instead, it will enhance teachers' ability to connect with students on a deeper level, serving as a guiding light in their personal and academic journeys," he concludes. His insights offer a hopeful outlook on the future of education – one that embraces AI's potential while celebrating the irreplaceable qualities of human educators, equipped with both Chinese cultural wisdom and future-ready skills.



(From left) Professor John Lee, EdUHK President; Prof Priscilla Leung, Founding President of the Hong Kong Association for External Friendship; Dr Christine Choi, Secretary for Education
(左起) 教大校長李子建教授、香港對外交流友好協會創會主席梁美芬教授、教育局局長蔡若蓮博士

培育未來人力資源

在討論「未來人力資源」時，李教授承認，人口結構和全球動態的深刻變化將影響教育和就業。他說：「隨着人工智能的發展，新的工作將會出現，現有的角色也會產生變化。也許是時候回歸基礎，忘記一些舊知識，重新學習新能力。」

李教授認為，未來教育必須優先考慮批判性思維、創造力、人際關係技巧、數碼素養、文化理解、跨文化意識和國家價值觀，以及人工智能無法複製的技能。他說：「我們要教導學生有效利用和理解人工智能工具，以使他們在未來人工智能主導的社會中獲得成功，這些技能對他們日後在全球互聯的世界中發展至關重要。同時，我們的目標是培育對社會、國家和世界能作出重要貢獻的人才。」

李教授重申了教大對於培育才德兼備「未來人才」的承諾。無論是通才、專業人才還是創新性的人才，其專業品德、愛國精神、誠實正直、創新意識，以及對多元文化尊重等，都是非常重要的。

人工智能對學習的影響

李教授強調了人工智能在提升教育實踐中的關鍵作用；但他亦提醒，將人工智能融入教育時，必須經過深思熟慮和謹慎行事。他解釋：「身為教育專家和教育工作者，我們必須有效處理人工智能在課堂上使用所產生的道德影響；優先考慮倫理問題，培養學生以負責任的態度使用技術。另一方面，學生也必須學會明智和道德地運用人工智能，避免對它過度依賴。」教大已於2023年初針對使用生成式人工智能工具提出了「6-P教學取向」，（指Plan·Prompt·Preview·Produce·Peer Review·Portfolio，即「寫作計劃」、「問題指令」、「預覽草稿」、「產出文章」、「同儕評議」和「跟進學習歷程文件」），確保在提高教學效率的同時，仍能保持專業指引。

李教授重申了在教育中保留人文及社會文化元素的重要性。他總結認為：「人工智能不會取代教育工作者。相反，它將增強教師與學生建立更深層次聯繫的能力，成為學生在個人成長和學習旅途中的指路明燈。」李教授的洞見為教育的未來提供了一個充滿希望的前景——既擁抱人工智能的潛力，同時發揮人類教育工作者不可取代的特質，包括中華文化智慧和面向未來的技能。



Climax of 30th Anniversary Celebrations

30周年校慶活動高潮

Gala Dinner 晚宴

The University held a Gala Dinner at the Hong Kong Convention and Exhibition Centre, with the theme of 'Education, Talent, Virtue'. Around 2,000 guests shared an unforgettable evening, including government officials, leaders from various sectors, friends from the education community, the University's Council Members, senior management, faculty, students, and alumni. The Chief Executive of the Hong Kong Special Administrative Region (HKSAR) cum EdUHK Chancellor, Mr John Lee Ka-chiu delivered his congratulations over a video broadcast. The University was privileged to have Mr Chan Kwok-ki, Chief Secretary for Administration of the Government of the HKSAR, attend as the guest of honour of the ceremony.



教大以「育才弘教 立德樹人」為主題，假香港會議展覽中心舉辦了盛大晚宴。約2,000位嘉賓共襄盛舉，包括政府官員、各界領袖、教育界朋友、大學董事會成員、高層管理人員、教職員、學生及校友，共度了一個歡欣難忘的夜晚。香港特別行政區行政長官暨香港教育大學校長李家超先生通過視頻向活動致以祝賀。大學亦邀請到香港特別行政區政府政務司司長陳國基先生擔任典禮的主禮嘉賓。





30th Anniversary Banquet

育才弘教 立德樹人
Education Talent Virtue





Education Summit

教育高峰論壇



Earlier on 23rd November, the University held the EdUHK 30th Anniversary Education Summit cum Collaborative Agreement Signing Ceremony, to discuss the future of education in Hong Kong. During the ceremony, EdUHK signed a collaborative agreement with 14 local school sponsoring bodies (SSBs) which comprise existing partners, as well as 14 SSBs and 13 school councils and school principals' associations as new partners.

The Summit featured a roundtable discussion led by various distinguished guests. They explored how Hong Kong education can respond to the rapidly changing social demands and align with national development from various perspectives, including education policy, school leadership, technological development, and student growth.

教大於11月23日舉行「香港教育大學30周年校慶教育高峰論壇暨協作簽約儀式」，探討香港教育未來。教大與14個夥伴辦學團體簽署協議延續協作，並邀得14個辦學團體以及13個學校議會及校長會成為新的協作夥伴。

論壇亦設圓桌會議，由一眾傑出嘉賓主持討論，並從教育政策、學校領導、科技發展、中小學生成長等多個層面，探討香港教育如何配合國家的發展，應對當前瞬息萬變的社會需求。





EdUHK drives global dialogue on the future of education

教大推動全球教育未來對話

EdUHK held a session on 'Demographic Change and Education in the Future' at the Global University Presidents & Leaders Summit 2024, in Hong Kong in December 2024.

The session, which was chaired by EdUHK President Professor John Lee Chi-Kin and co-chaired by Dr Peter Q Blair, Associate Professor of Education at the Harvard Graduate School of Education, explored how demographic changes are impacting the future of education and the strategies needed to adapt. The speakers, from Brunei Darussalam, Kazakhstan, Pakistan and the Philippines, discussed how educational institutions can adapt to meet the demands of a shifting population, focusing on building diverse and equitable learning environments for the future generation.

Professor Lee began the session, speaking on the significance of international collaboration in tackling demographic change, inviting each speaker to share the challenges and opportunities their universities face in adapting to their respective national contexts.

Dr Mahadi, Assistant Vice-Chancellor and Vice-President (Research, Innovation and Sustainability) of University Brunei Darussalam, spoke of the importance of lifelong learning due to the rise of artificial intelligence (AI). In Brunei, he has observed that individuals in their 40s and beyond, who possess valuable industry experience, need to update their skills. This need has prompted the university to offer upskilling programmes.

Professor Tuga, President of Philippine Normal University, explained that the Philippines had seen many teaching professionals migrate to the UK, US, Southeast Asia and the Middle East. While there is still an oversupply of teachers, the focus is on quality over quantity. He stressed the need for global benchmarks and standards to improve curriculum development and capacity building for educators.

教大於2024年12月出席在香港舉行的「知識全球化」大學校長高峰論壇2024，並主持「人口變遷與未來教育」(Demographic Change & Education in Future)小組討論環節。

該小組討論環節由教大校長李子建教授主持，並由哈佛大學教育研究所副教授Peter Q Blair博士共同主持，探討出生率和人口結構變化對教育的影響，並探索未來學習環境的創新策略。來自文萊達魯薩蘭、哈薩克、巴基斯坦和菲律賓的講者討論了教育機構如何適應人口轉變的需求，並針對未來世代去建立多元且公平的學習環境。

李教授開場時表示國際協作是應對人口變遷的重要策略，並邀請每位講者分享他們各自院校如何應對其國家面對的挑戰和機遇。

文萊達魯薩蘭大學副校長（研究、創新與可持續發展）Mahadi博士指出，隨著人工智能興起，終身學習變得尤為重要。在文萊，很多40歲以上、擁有豐富工作經驗的人士需要學習新技能，這新興的需求促使大學推出新的提升技能課程。

菲律賓師範大學校長Tuga教授則表示，很多菲律賓的教學專業人士選擇移居英國、美國、東南亞和中東等地。雖然菲律賓的教師數量仍然供過於求，但質素更為關鍵。菲律賓需要與國際標準接軌，改善課程發展，提升教師能力。



Professor Lee with the other speakers at the Demographic Change and Education in Future session
教大校長李子建教授（左）主持「人口變遷與未來教育」小組討論環節

Professor Aktymbayeva, Deputy Vice-Rector for Scientific and Innovation Activities for Sustainable Development at Al-Farabi Kazakh National University, noted that the Kazakh government had encouraged universities to “open up” and establish branches abroad. She expressed hope for more future platforms for international knowledge and scientific exchange.

Dr Zadi, acting Director and Associate Professor, School of Law & Policy at the University of Management and Technology in Lahore, Pakistan, suggested that without modern technology, an effective education system could not be established, which is particularly crucial for countries like Pakistan. He highlighted the need for comprehensive changes in curriculum and syllabus to meet the demands of today's teaching and learning environments.

阿爾法拉比哈薩克國立大學副校長（可持續發展科學與創新活動）Aktymbayeva教授提到哈薩克政府鼓勵當地大學「走出去」，在國外設立分校，她希望未來能成立更多平台，促進國際的知識和科學交流。

巴基斯坦拉合爾管理與科技大學法律與政策學院署理院長及副教授Zadi博士則強調，新科技對建立有效的教育系統十分重要，特別在巴基斯坦這樣的國家，課程和教學大綱需要進行全面變革，以滿足現今教學和學習環境的需求。

The summit was organised by the Hong Kong Association for External Friendship, with support from the University Grants Committee and nine universities in Hong Kong, including EdUHK. More than 50 globally renowned university presidents and leaders participated.

高峰論壇由香港對外交流友好協會發起，獲大學教育資助委員會和九所本地大學支持。逾50位來自世界知名大學的講者和領袖出席。



Following the summit, EdUHK Vice President (Academic) Prof May Cheng May-hung (second from right) joins a networking dinner with leaders from globally renowned universities
教大副校長（學術）鄭美紅教授（右二）與其他來自全球知名大學的領袖晚餐

Interdisciplinarity prepares students for world of today and tomorrow

跨學科訓練裝備學生應對當下需求並迎接未來挑戰

While EdUHK's roots are in developing future teachers, the University has a variety of non-Bachelor of Education programmes, designed to nurture future talent for the emerging sectors and professions beyond education.

香港教育大學(教大)在培養未來教師方面具有悠久的歷史，而目前更提供多元學科課程，旨在為教育相關專業及新興行業培育人才。

Some of these are four-year programmes with senior-year entry places available, including the BSc (Hons) in Integrated Environmental Management; whereas others are two-year senior-year entry programmes, such as the BA (Hons) in English Studies and Digital Communication, and the BA (Hons) in Heritage Education and Arts Management programmes.

這些課程中，有些為高年級入學的四年限課程，例如綜合環境管理的榮譽理學士；而其他則為兩年制的高年級入學課程，如英語研究及數碼傳訊榮譽文學士及文化傳承教育與藝術管理的榮譽文學士。



The BSc (Hons) in Integrated Environmental Management is an interdisciplinary programme for students interested in and dedicated to environmental management and sustainability.

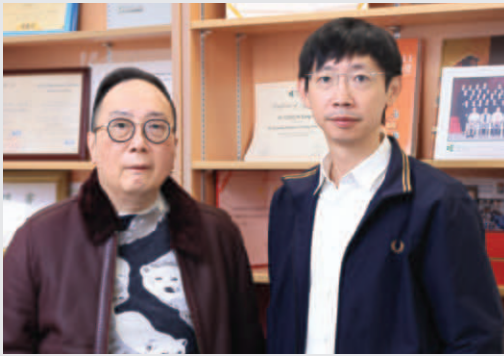
Environmental management is essential globally to protect ecosystems, combatting climate change and promoting sustainable development. In Hong Kong, environmental management is critical to maintaining the city's liveability, economic growth and environmental sustainability, and developing comprehensive multidisciplinary approaches to resolving an array of imminent environmental challenges.

綜合環境管理榮譽理學士課程屬於跨學科的課程，專為對環境管理和可持續發展充滿熱情的學生設計。

作為全球重要議題，環境管理涵蓋生態系統保護、應對氣候變化以及可持續發展。在香港，環境管理對於維持城市的宜居性、經濟穩定和環境健康至關重要，並因應一系列即將到臨的環境和生態挑戰，提出全面及跨領域的對策。

The programme is designed to enable students to pursue careers in a range of environment-related sectors and to contribute to sustainable development. Graduates could, for example, work as conservation officers for a non-governmental organisation (NGO); provide essential support to organisations within the public sector, such as Hong Kong SAR's Environmental Protection Department; or as environmental consultants in the private sector, advising firms on how to meet environmental standards.

這門課程旨在讓學生能夠在不同的環保行業發展，並為可持續發展作出貢獻。例如，他們可於非政府組織（NGO）擔任保育主任，也可於公營界別服務，如香港特別行政區政府的環境保護署。他們甚或成為私營機構的環保顧問，協助企業達到環保標準。



“The core goal of the programme is to equip graduates with the theoretical knowledge and the practical experience essential to developing a career in environmental management. This is beneficial for them and for society.”

「本課程的核心目標是為畢業生提供發展環境管理職業所需的理論知識和實踐經驗。這對他們和社會均有裨益。」

“As environmental challenges have become more complex and interconnected, there’s a need for professionals who can tackle related issues with a combination of different approaches to ensure the balance between economic growth, human wellbeing and environmental preservation.” explains programme founder **Professor Eric Tsang Po-keung** of the Department of Science and Environmental Studies (SES) and EdUHK Registrar. “Consequently, apart from focusing on developing solid scientific knowledge basis, the programme creates an interdisciplinary environment, within which students appreciate how scientific knowledge may be used in different community and professional contexts,” he adds.

Dr Brian Man Yu-bon, Associate Professor at SES and current programme leader elaborates, “Prospective students will need some basic knowledge in mathematics and environmental science concepts, as well as social science and understanding of policy. But what’s more important is a passion for the subject and an open attitude to learning.” The programme includes courses on statistical analysis, pollution control and waste management, impact assessment, policy and environmental economics. “There’s also an overseas field trip, where students visit organisations, urban sites and natural attractions, conduct field activities and attend seminars and lectures to investigate real-world problems,” explains Associate Programme Leader, **Dr Dennis Hui Lai-hang**.

They take place between the third and the fourth year, providing students with integrated environmental management experience linked to future careers. Students can apply the knowledge and skills they have acquired to help solve authentic environmental issues.

“The core goal of the programme is to equip graduates with the theoretical knowledge and the practical experience essential to developing a career in environmental management. This is beneficial for them and for society,” explains Professor Tsang. “The programme has been accredited by the Hong Kong Institute of Qualified Environmental Professionals Limited, which is believed to be strong testimony to the professional standing of the programme,” he adds.

「隨著環保方面的挑戰變得愈加複雜和息息相關，市場需要能夠採取多種方法解決相關問題的專業人士，以確保經濟增長、人類福祉和環境保護之間取得平衡。」課程創辦人、教大科學及環境學系（SES）教授及教務長**曾寶強教授**解說道。「因此，本課程除了建立堅實的科學基礎之外，亦著力建構一個跨學科的環境，讓學生明白科學知識在不同社群和專業背景下的應用。」

目前擔任課程負責人的科學環境學系副教授**文裕邦博士**進一步闡述：「修讀本課程的學生需具備基本的數學知識、環境科學概念，以及對社會科學和政策的認知。但更重要的是對這個學科的熱情和開放的學習態度。」該課程涵蓋統計分析、污染控制和廢物管理、影響評估、政策及環境經濟學等內容。「此外還有海外實地考察，讓同學探訪當地組織、城市場地和自然景點，開展實地活動，並參加研討會和講座，藉以探討現實世界的問題。」副系主任**許禮亨博士**解釋道。

實習課程將在第三和第四學年之間進行，為同學提供與未來職業密切相關的綜合環境管理經驗，亦讓同學應用所學的知識和技能，藉以解決真實的環境問題。

「本課程的核心目標是為畢業生提供發展環境管理職業所需的理論知識和實踐經驗。這對他們和社會均有裨益。」曾教授解釋道。「本課程已獲得香港合資格環保專業人員學會的認證，這亦是對課程的專業地位的有力證明。」



The BA (Hons) in English Studies and Digital Communication enables students to combine language skills with the ability to develop strong digital literacy skills through a digitally enriched curriculum.

It comprises a wide range of courses to build a solid foundation in English language, linguistics and digital literacy, and students receive hands-on experience in using digital tools for language applications. “First and foremost, it is an English programme, but to work in areas such as journalism and communications, or in the services sector, having skills in digital technology gives graduates a great deal of adaptability,” explains programme leader **Dr Albert Lee Kwing-lok**. “Using digital tools is no longer an option,” he adds, “digital fluency is a life skill, but tools come and go. People with coding skills can be the ones who drive the technology, rather than merely follow it.”

The programme is also highly relevant for students wishing to pursue a career in education. With the rapid growth of educational technology in language education and the wider use of digitised teaching materials since the pandemic, the ability for educators to create digital resources is a great asset. “The success of language learning apps is a prime example,” says Dr Lee. From the 2025/26 cohort, a separate five-year BEd (English Language) will form part of a new double-degree programme with the BA (Hons) in English Studies and Digital Communication. This will enable students to impart a broader spectrum of knowledge to students when they themselves become teachers in the future.

Given that English is a lingua franca around the world, students learn how to communicate with people from diverse cultures and with varied levels of English proficiency, rather than linking language learning to a single cultural context. “It’s vital to be able to understand cultural nuances and sensitivities. That’s why we look at case studies and have partnered with a university in Japan so students can develop these skills,” says Dr Lee.

Abby Pak Hoi-lam, a student on the programme, says it helps create good employment opportunities on graduation. “Most new graduates need strong IT skills and English for international communication. The programme certainly provides us with these,” she says. Students also receive practical experience in the form of internships, which are a requirement to graduate. The internships are based in Hong Kong or other parts of the Greater Bay Area, and have linguistics and IT at their core. “One student’s internship in Shenzhen was so fruitful, they were offered a job in the company,” says Dr Lee.

英語研究及數碼傳訊榮譽文學士課程讓學生能夠結合語言技能，並透過豐富的數位課程培養強大的數位素養技能。

該課程涵蓋廣泛的學習項目，可為英語語言、語言學和數位素養打下紮實的基礎，學生可獲得使用數位工具進行語言應用的實際經驗。「首先，這是一個英語課程，若要在新聞、傳播、服務等領域工作，擁有數位科技的技能可以讓畢業生具備極高的適應能力。」課程負責人**李炯樂博士**解釋道。「使用數位工具不再是一種選擇，」他補充說，「熟練的數位技術是一種生活技能，但工具隨時間不斷更替。擁有編碼技能的人可以成為技術的推動者，而不僅僅是跟隨者。」

對於希望從事教育事業的學生而言，本課程也具有高度的相關性。隨著教育科技在語言教育上的快速發展，以及自大流行病以來數位化教學材料的廣泛使用，教育工作者創造數位資源的能力是一大資產。李博士說：「語言學習應用程式的成功就是最好的例子。自2025-26學年起，英語研究及數碼傳訊榮譽文學士將成為其中一門新的雙學位課程。這將使學生在將來成為教師時，能夠向學生傳授更廣泛的知識。」

因應英語是全球通用語言，課程會教導學生如何與不同文化及不同英語水平的人溝通，而不是將語言學習放在單一文化背景內。李博士說：「了解文化的細微差別和保持敏感非常重要。因此，我們會進行案例分析，並已與一所日本大學合作，讓學生發展這些技能。」

白愷琳是該課程學生，她認為課程內容能幫助同學在畢業後獲得理想的就業機會：「畢業生大多需要良好的資訊科技技能和國際交流的英語能力。這個課程無疑為我們提供了相關培訓」。畢業前，學生還要參加實習工作，以獲得實際經驗。實習崗位位於香港或大灣區其他地方，並以語言學和資訊科技為工作核心。李博士說：「其中一名學生在深圳實習時表現理想，獲該公司聘用。」



The BA (Hons) in Heritage Education and Arts Management programme equips students with the knowledge, mindset, and skills required for successful careers in arts, culture, heritage, and museum education and management.

“The Hong Kong SAR government has highlighted a major focus on arts and culture. This follows the announcement of the Culture and Tourism Development Plan for the GBA,” explains programme leader **Dr Terry Yip Tak-ping**. “There’s a pressing need for experts in arts and culture, and people with the knowledge and skills to curate and run museums and galleries.”

The programme is meticulously designed to address the needs arising from changing cultural, spatial, interdisciplinary, and technological contexts. Courses are taught by members of different departments, including Curriculum and Instruction, Cultural and Creative Arts and Literature and Cultural studies. This four-pillar approach enables students to have a broad knowledge and skillset, opening the door to a variety of career opportunities. As the programme allows admission of first-year and senior-year students, it is open to those with diverse academic backgrounds. “Of course, students will find it advantageous if they have some background in history, arts or cultural studies, but it’s not essential,” says Dr Yip.

Student Zhou Yizhuo chose the programme because of his interest in history and culture. “I wanted to study a degree with these elements, as well as media, so this programme is ideal for me,” he says.

Graduates are equipped to pursue specific job titles such as heritage managers, museum managers, arts managers, project managers, event managers, stage managers, cultural officers, education officers, youth services officers, relations officers, and digital communications officers. This is particularly relevant with the ongoing development of the West Kowloon Cultural District, and the Greater Bay Area is expected to create numerous new career opportunities. “Also, as Hong Kong is a centre of art trade, the programme enhances my skills for a career in these areas,” says Yizhuo. Dr Yip concurs. “Our graduates will be uniquely positioned to make the most of these opportunities, thanks to their comprehensive training and skills. This includes extra-curricular activities, such as field trips, and seminars on Chinese art history,” he says.

Another option for graduates is to continue their academic journey through advanced studies in related fields. EdUHK is currently developing a Master of Arts in Cultural Heritage Education and Management programme, set to be launched in the 2025/26 academic year. “This will provide an excellent pathway for BA (HE&AM) graduates to further their academic and professional expertise in the field of cultural heritage,” Dr Yip explains.

文化傳承教育與藝術管理榮譽文學士課程讓學生具備在藝術、文化、遺產及博物館教育和管理等專業領域上所需的知識、心態和技能。

課程負責人**葉德平博士**解釋道：「香港特區政府已將藝術和文化作為重點發展方向，這是繼大灣區文化和旅遊發展計劃公告後的舉措。因此，當前對藝術和文化專家的需求迫在眉睫，特別是具備策展和運營博物館及畫廊知識和技能的人才。」

該課程精心設計，由不同學系的成員教授，包括課程與教學、文化與創意藝術以及文學與文化研究，以應對文化、空間、跨學科和技術背景變化所帶來的需求。這四大支柱的教學方法使學生擁有廣泛的知識和技能，為各種職業機會打開了大門。由於該課程接受一年級和高年級學生的入學，歡迎擁有不同學術背景的學生報讀。葉博士表示：「當然，有歷史、藝術或文化研究背景的學生會特別合適，但這些背景條件並不是必須的。」

學生周逸卓出於對歷史和文化的興趣選擇了這門課程。他說：「我希望攻讀這類型的學位，因此這個課程對我來說是最理想的選擇。」

畢業後學生可在以下崗位進行職業發展，如擔任文物經理、博物館經理、藝術經理、項目經理、活動經理、舞台經理、文化官員、教育官員、青年服務官員、公關官員和數碼傳訊官員等。這與西九文化區的不斷發展的人才需求息息相關，同時大灣區有望誕生大量新的就業機會。周逸卓表示：「此外，由於香港是藝術貿易的中心，這個課程提升了我們在這些領域的職業技能。」葉博士表示同意：「我們的畢業生將憑藉其全面的培訓和技能而獨具優勢，充分利用這些機會，包括實地考察關於中國藝術史研討會等課外活動。」

畢業生的另一個選擇是透過相關領域的進修來繼續學術之旅。香港教育大學目前正在開發文化遺產教育和管理碩士學位課程，計劃於2025-26學年推出。葉博士解釋道：「這將為文化傳承教育與藝術管理榮譽文學士畢業生提供進一步提升學術和專業專長的重要途徑。」

New master's programmes for 2025/26

2025-26年新碩士課程

As part of its mission to equip graduates with the skills and values required in a rapidly changing society, EdUHK has developed eight new taught master's programmes, which will be offered from the 2025/26 academic year.

香港教育大學的使命之一，是讓畢業生具備適應瞬息萬變的社會所需的技能和價值觀，是以2025-26學年將推出八個新的授課型碩士課程。



MA in Chinese Values-Based Leadership Education*

This programme emphasises the importance of grounding leadership practices in strong ethical values. It incorporates innovative strategies to navigate and shape the evolving educational landscape in China, and is designed for educators, administrators and policymakers who aim to influence and lead within the Chinese education system. The programme's uniqueness lies in its synthesis of spiritual leadership and an entrepreneurial mindset, deeply connected to China's cultural heritage.

中國價值觀領導力教育文學碩士*

課程強調將領導力實踐建立在強大的道德價值觀基礎上的重要性。它採用創新策略來引導和塑造中國不斷發展的教育格局，專為有志影響和領導中國教育體制的教育者、管理者和決策者而設。課程的獨特之處在於它結合了精神領導力和企業家精神，並與中國文化遺產有著深刻聯繫。

LLM in Digital Governance*

With the rapid development of the global digital economy, there is increasingly extensive application of digital technology in economic, social and political life. Consequently, governments, enterprises and institutions require highly skilled talent with international vision of digital governance. To meet the community's demands, the Academy for Applied Policy Studies and Education Futures has launched a Master of Laws in Digital Governance. The course will integrate policy, legal theory and digital governance studies for students to apply in real digital world situations.

數碼管治法學碩士*

隨著全球數字經濟的快速發展，數字技術在經濟、社會和政治生活中的應用日益廣泛。因此，政府、企業和機構需要具備國際視野的數碼管治高技能人才。為了滿足社會的需求，應用政策研究及教育未來學院推出了數碼管治法學碩士課程。該課程將整合政策、法律理論和數碼管治研究，讓學生能夠在真實的數字世界中應用。

MA in Emerging Technology for Future Workforce*

The Master of Arts in Emerging Technology for Future Workforce aims to cultivate forward-thinking professionals who can navigate and shape the rapidly evolving emerging technological landscape in various settings, and drive technological innovation. The courses are led by internationally renowned scholars and practitioners, with guest lecturers from prestigious universities and leading technology industries. The curriculum focuses on the application of emerging technologies such as Artificial Intelligence (AI), Extended Reality (XR), Internet of Things (IoT), and Machine Learning in education, training, entrepreneurial education, talent management, as well as in the development of industries like health, sports, arts, and humanities.

新興科技賦能的未來人力文學碩士*

新興科技賦能的未來人力文學碩士課程致力於培養具有前瞻性思維，能夠在快速發展的新興科技領域引領和塑造人力資源變革，並推動技術創新的專業人士。課程由國際知名學者及相關從業員主導，並由名校教授及領先科技產業專家客座。講授內容聚焦人工智能 (AI)、擴展現實 (XR)、物聯網 (IoT)、機器學習等新興科技在教學、培訓、創業教育、人才管理，以及健康、體育、藝術及人文等行業發展中的應用。

MA in New Media and Social Media*

The Master of Arts in New Media and Social Media is designed to meet the growing demand for innovative approaches in teaching new media and social media. The programme integrates communication theory and media studies, enabling students to apply media knowledge and skills in real-world contexts, to address the diverse educational needs prevalent in Hong Kong, Mainland China, and beyond. Special emphasis is placed on exploring the impact of new media, including generative artificial intelligence, emerging technologies, social and mobile media, and their importance in non-western contexts.

MSc in Learning Sciences

The Master of Science in Learning Sciences equips students with the knowledge and skills to apply learning sciences principles in educational and training settings. They will develop insightful understanding of human learning processes for effective learning environment design and the conditions and processes that drive effective learning. The programme also enables students to develop theories explaining learning processes and outcomes, and apply research findings to redesign learning environments, with emphasis on technology enhanced learning.

MSc in AI for Executive Professionals

The Master of Science in Artificial Intelligence for Executive Professionals in Hong Kong is designed for leaders with passion to integrate artificial intelligence in diverse organisation contexts. It is the first programme to offer such a focused AI education for executives, preparing leaders not just to adapt to a changing world, but to shape it. The programme emphasises leadership for innovation, equipping participants with knowledge to harness artificial intelligence effectively in organisation contexts. With strong technical support from the teaching team, participants can confidently engage in artificial intelligence projects.

MA in Cultural Heritage Education and Management

To address the evolving societal needs in Hong Kong for essential skills and knowledge in the arts and culture, the University has launched the Master of Arts in Cultural Heritage Education and Management. The programme helps students develop into leaders, capable of promoting the sustainable management of cultural heritage locally and globally. It offers comprehensive education, combining cultural heritage education with academic knowledge and values education. Furthermore, students can opt to specialise in heritage education and management or戏曲.

MA in Intercultural Communication and Translation

The Master of Arts in Intercultural Communication and Translation is designed to cultivate students' intercultural and multicultural awareness, enhancing effective language use in communication with people from diverse cultural backgrounds. The programme combines theoretical coursework with practical training, addressing key areas such as practical translation techniques, professional discourses, socio-linguistics, and intercultural communication strategies. Students develop the skills to navigate and bridge cultural differences, facilitating the effective and nuanced translation of texts and dialogues across various professional contexts.

新媒體和社交媒體文學碩士*

新媒體與社交媒體文學碩士課程旨在滿足對新創新教學方法日益增長的需求。本課程結合傳播理論和媒體研究，讓學生能夠在現實世界中應用媒體知識和技能，以滿足香港、中國內地和其他地區的不同教育需求。課程特別著重探討新媒體的影響，包括生成性人工智能、新興科技、社交媒體及移動媒體，以及它們在非西方背景下的重要性。

學習科學理學碩士

學習科學理學碩士課程讓學生具備將學習科學的理論應用於教育與培訓環境中的相關知識與技能。他們將深入理解人類學習過程，以高效設計學習環境，並透徹掌握驅動高效學習的條件和過程。本課程還使得學生建構解釋學習過程與結果的理論並用研究成果重新設計學習環境，強調技術增強的學習。

高級管理專業人員人工智能理學碩士

課程專為熱衷於在多元組織環境中整合人工智能的領導者設計。這是首個為高管提供的專屬人工智能教育課程，旨在培養領導者不僅適應變化的世界，更具備塑造世界的的能力。課程強調創新領導力，讓學員掌握有效運用人工智能的知識。在教學團隊的強大技術支援下，學員可以自信地參與人工智能專案。

文化傳承教育與管理文學碩士

隨着香港社會對文化藝術核心技能和知識的需求推陳演變，教大相應推出文化傳承教育與管理文學碩士課程，藉以幫助學生成為相關領域的領袖，推動本地及全球文化傳承的可持續管理。本課程提供全面的教育，結合了文化傳承教育、學術知識和價值觀教育。此外，學生還可選擇專修文化傳承教育與管理或戲曲。

跨文化傳意及翻譯文學碩士

跨文化傳意及翻譯文學碩士課程旨在培養學生的跨文化與多元文化知識，增強學生與來自不同文化背景的人士溝通時有效運用語言的能力。本課程結合理論課程與實務訓練，針對實務翻譯技巧、專業論述、社會語言學和跨文化溝通策略等關鍵領域進行教學。學生將學習到消除文化差異的技巧，有助於在各個專業領域中有效且準確地進行文本和對話翻譯。

* Subject to the University's approval 此課程仍有待大學批准

Joey: revolutionising language learning through innovation and interactivity

通過創新與互動改革語言學習的社交機器人：Joey

The interdisciplinary venture in research has always been a key element in **Professor Susanna Yeung Siu-sze's** intellectual pursuit, but it was the COVID-19 pandemic and a visit to a robotics company that truly brought that vision to life.

跨學科探索一直是楊少詩教授學術研究中的關鍵要素，但直到新冠疫情發生以後及參訪一家機械人公司，才使得這一願景變為現實。



As social-distancing disrupted essential teacher-student interactions, which are crucial for young English learners, the urgency for creative solutions in language education surged. Enter Professor Susanna Yeung Siu-sze and her ground-breaking creation: Joey, an interactive social robot designed to teach English to children aged between four and nine years old.

對年幼的英語學習者來說，課堂上與英語老師的緊密互動至關重要。隨着疫情導致的社交距離嚴重影響了教師與學生間的互動，語言教育中對創新解決方案的迫切需求急劇增加。楊少詩教授和她的突破性創作——Joey應運而生，這是一款專為4至9歲孩子教授兒童英語的互動社交機械人。

Equipped with advanced speech recognition and gesture detection, and powered by Generative AI, Joey is designed to make language learning both accessible and deeply engaging. With its expressive face, moving arms, and captivating AI-generated visuals, Joey mimics human interaction, promising an immersive, personalised learning experience tailored to the diverse needs of children in kindergarten and young learners, including those with special educational needs.

At the heart of Joey's design are three interactive functions that transform how children develop listening comprehension, oral expression and memory retention skills. The 'Listen' function narrates enchanting stories paired with vibrant visuals, while the 'Co-tell' function invites children to participate in storytelling by encouraging them to respond to questions. Finally, the 'Re-tell' function empowers them to recount stories independently, providing guiding questions for support when needed.

From the intricate dance of hardware and software development and design to the thrilling moment it first engages young English learners, this social robot is a true labour of love. It embodies a delicate balance between available resources and ambitious goals, as well as a thoughtful compromise between technical capabilities and user-friendliness. Every function reflects a passion for education, where creativity meets practicality, resulting in a magical experience that fosters curiosity and joy in learning.

Three years and multiple international awards later, the research is moving into an exciting new phase. Professor Yeung and her team at the Hong Kong Science Park are continually refining their design, based on user feedback and insights gathered from Joey's ongoing school visits.

Always on the lookout for inspiration, Professor Yeung turns her research in language education and psychology into an "evolving, exciting creativity process." With the second and third generations of the social robot already in development, the seasoned scholar, with over a decade of experience, anticipates Joey's applications extending beyond language learning into other educational fields.

Looking at her confident smile, it is clear that the sky is not the limit; it's just the beginning.



Joey配備了先進的語音識別和手勢檢測技術，並由生成式人工智能驅動，旨在令語言學習變得親切平易，饒有趣味。憑著豐富表情，靈活手臂，以及迷人的AI生成視像，Joey能模仿人類互動，為幼兒園孩童與年幼學習者，包括有特殊教育需要的孩子，提供沉浸式、個性化的學習體驗，滿足他們多樣化的需求。

Joey設計的核心是三個互動功能，徹底改變了兒童發展聽力理解、口語表達和記憶保留等技能的方式。「聽力」功能是向孩子敘述動人故事，並配以生動視象。「共述」功能則是通過邀請孩子回答問題，參與故事講述。最後，「重述」功能則使孩子可以獨立複述故事，並在他們需要時提供引導問題支持他們。

從硬件和軟件的開發設計到精密搭配，再到跟年幼兒英語學習者首次互動的激動時刻，這款社交機器人充分體現了研究團隊的心血結晶。它展示了可用資源與宏大藍圖之間的微妙平衡，以及技術性能與用戶體驗之間深思熟慮的妥協。每一項功能都反映了對教育的熱情，將創意與實用性完美結合，創造出一種激發好奇心和學習樂趣的奇妙體驗。

三年以來，這項研究囊括多項國際大獎，如今正進入令人振奮的新階段。楊教授與她在香港科學園的團隊一直根據用戶反饋和Joey持續的校園探訪中所收集的信息，不斷完善其設計。

作為研究學者，楊教授無時不在尋找靈感。在她而言，語言教育與心理學研究是一個「持續演化、激動人心的創作過程。」隨著第二代和第三代社交機械人逐步開發，這位擁有十多年研究經驗的資深學者預見Joey的應用將超越語言學的範疇，延伸至其他教育領域。

看著她自信從容的微笑，顯然，這個研究項目的潛能還未達極限。這只是一個開始。



Alleviating loneliness among seniors

緩解長者的孤獨感



In a world that often overlooks its most seasoned citizens, loneliness among seniors has long been a pressing concern. The imposition of social distancing during the COVID-19 pandemic, in particular, exacerbated social isolation, leaving many elders grappling with despair in their homes.

在當今世界，長者作為最容易被忽視的群體，其孤獨感的問題一直亟待解決。特別是在新冠肺炎疫情期間實施的社交距離措施，導致許多老年人被孤立，感受絕望和掙扎。

At the forefront of addressing this challenge is **Professor Chou Kee-lee**, Chair Professor of Social Policy at EdUHK, who has embarked on a ground-breaking research project aimed at understanding and alleviating this pervasive issue. Professor Chou's journey began with a disquieting discovery: between 30% to 40% of seniors experience loneliness, a condition linked to serious mental and physical health repercussions. "The detrimental effects of loneliness can be as harmful as smoking cigarettes," he asserts.

為解決這個普遍性的社會問題，香港教育大學社會政策講座教授**周基利教授**展開了一項具開創性的研究項目。該項目緣起於調查顯示：百分之三十至四十的長者感到孤獨，可能導致嚴重的身體和情緒健康問題，情況令人憂慮。周教授表示：「孤獨帶來的後果，可以和吸煙一樣嚴重。」

Insights from Research

Over a span of three years in the wake of the pandemic, Professor Chou's research engaged over 1,500 participants, including 375 volunteers aged between 50 and 70 who reported feeling lonely, and 1,151 low-income seniors who lived alone. Using a randomised controlled trial design, the study explored three intervention strategies: mindfulness practices, active behavioural engagement, and traditional peer companionship through casual conversations.

The results were illuminating. Seniors who embraced mindfulness and active engagement reported substantially reduced levels of loneliness, depression and anxiety. Notably, those involved in structured activities and mindfulness experienced a remarkable uplift in their overall well-being. And there is more. "Our study revealed that volunteering doesn't just support the recipients; it enriches the lives of the volunteers as well," Professor Chou notes, emphasising the reciprocal benefits of peer interaction.

Looking Ahead

The implications of Professor Chou's findings are profound, urging policymakers and social welfare organisations to weave these insights into future strategies for supporting the elderly. "Investing in volunteer programmes and peer support initiatives is vital as our population ages," he advocates. With projections suggesting that 36% of Hong Kong's residents will be over 65 by 2046, the establishment of effective support mechanisms for and among the elderly becomes almost imperative.

Professor Chou envisions a future where seniors have ample opportunities to engage in volunteer work, allowing them to contribute meaningfully to society while alleviating their feelings of loneliness. "By prioritising volunteerism and peer support, Hong Kong can foster a more inclusive and supportive environment for its aging population, ultimately enriching their quality of life," he suggests.

研究發現

在疫情發生後的三年間，周教授調查研究了超過1,500名人士，包括375名介於50歲至70歲的孤獨人士，和1,151名低收入獨居長者。透過使用隨機對照試驗的設計，該研究探討了三種干預策略：正念練習、積極行為參與，和通過日常對話的傳統陪伴方式。

研究結果極具啟發性——接受正念練習和積極行為參與的長者，所顯示的孤獨感、抑鬱和焦慮水平明顯下降。值得注意的是，參與有組織活動和正念練習的長者，整體身心健康均有所提升。周教授更進一步指出：「研究表明，義工服務不僅幫助了受助者，還豐富了義工的生活。」周教授認為，這是同伴互動帶來的雙向好處。

展望未來

周教授的研究發現意義深遠，他促請政策制定者和社會福利機構在擬定長者支援政策時加以採納其研究成果。周教授提出：「隨着人口老化，社會要在義工計劃和同儕支援計劃中投入資源。」據預測，到2046年，香港有百分之三十六的居民將超過65歲；建立有效的長者支援機制已刻不容緩。

周教授展望，長者未來將有充分參與義務工作的機會，讓他們能夠為社會作出貢獻，同時減輕自己的孤獨感。「社會可着重推廣義工服務與同儕支援，為長者創造更包容、更具支持性的環境，最終提高他們的生活質素。」



AI-driven diagnosis of ocular misalignment: a major step forward in ophthalmology

眼科學的重大進步——基於人工智能的眼球錯位診斷



In the realm of eye care, where precision is paramount, the breakthrough project of **Dr Fu Hong**, of the Department of Mathematics and Information Technology, shines a significant light on a frequently overlooked issue: ocular misalignment, commonly known as strabismus.

眼睛護理講求精準。數學與資訊科技學系**傅弘**博士最近的突破性研究為「眼球錯位」這個經常被忽視的課題提供了重要的發展方向。

This condition, which occurs when the eyes fail to align properly, can lead to debilitating complications such as double vision and impaired depth perception. The implications of Dr Fu's work extend far beyond the laboratory; they promise to revolutionise how we diagnose and treat this prevalent condition.

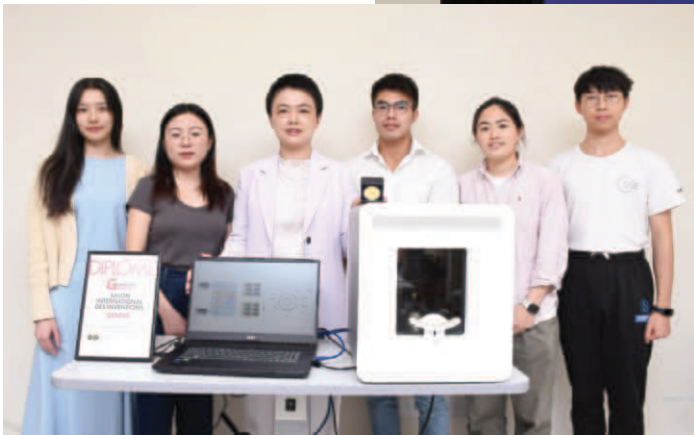
Central to her innovation is 'An Intelligent Ocular Misalignment Measurement System', which employs cutting-edge AI technology to provide a fully automated and objective method for measuring ocular misalignment. This automation is expected to transform the landscape of strabismus diagnosis, offering a welcome alternative to the conventional manual approach, which is often time-consuming, manpower-intensive, subjective, and occasionally inconsistent.

眼球錯位又稱斜視，即眼睛無法對準目標，可能引起嚴重併發症如雙重視力和深度感知受損等問題。是次研究的影響遠遠超越了實驗室的範圍，將能徹底改變眼球錯位的診斷和治療方式。

傅博士的創新研究名為「人工智能斜視測量系統」，採用尖端的人工智能技術，提供全自動和客觀的眼球錯位測量方法。傳統的手動斜視診斷方法費時費力、具主觀性，而且偶爾會不夠準確；上述自動化系統有望改變斜視診斷的發展方向。

Enhancing patient care

Dr Fu's endeavour represents a crucial step towards enhancing eye care and making high-quality treatment more accessible. With its streamlined measurement procedure and heightened diagnostic efficiency, this innovative approach directly addresses the pressing shortage of eye care professionals. More importantly, it significantly improves access to healthcare for individuals with strabismus, ensuring that patients receive timely and effective treatment, thereby enhancing their overall quality of care and contributing to better health outcomes in the community.



提升護理水平

傅博士的努力標誌著眼科護理的重要進展，使高品質治療變得更加觸手可及。通過簡化測量程序，提高診斷效率，這一創新方法有效解決眼科專業人員短缺的問題；更重要的是，它令更多斜視患者能及時接受有效的治療，從而提升整體護理質素，並為社區健康作出積極貢獻。



Recognition and collaboration

The brilliance of Dr Fu's work has garnered international recognition, including a Gold Medal at the International Exhibition of Invention in Geneva and the Jury's Choice Award at the International Invention Innovation Competition in Canada (iCAN), among others. These accolades testify to the trailblazing nature of her research and its potential impact on ophthalmology.

Conducted in a state-of-the-art laboratory at EdUHK, Dr Fu's research entails ceaseless collaboration with a dedicated team focused on advancing mathematical applications in health science. The lab leverages technology to tackle real-world health issues, particularly in vision science, fostering the development of cutting-edge solutions that enhance patient care.

A brighter future in ophthalmology

Dr Fu exemplifies how research can lead to practical solutions for everyday health problems. Her commitment to advancing medical technology and improving the lives of those with vision issues positions her as a leader in her field. As her project evolves, it promises to make a lasting impact on eye care and the broader health community, showcasing the transformative potential of innovation in addressing critical healthcare challenges.

認可與合作

傅博士的卓越研究已獲得國際認可，包括在日內瓦國際發明展上獲得金獎，以及在加拿大國際發明及創新比賽 (iCAN) 中獲得評審特選獎等。這些榮譽證明了其研究極具開創性，在眼科發展上很有潛力。

在教大先進的實驗室中，傅博士的研究有賴於與其專業團隊的持續合作，把數學應用到健康科學上，利用技術處理現實世界中的各項健康問題，特別是在視覺科學領域，促進尖端科技的發展，以提升患者的護理質素。

眼科科學的光明未來

傅博士的工作，表明了科學研究可以有效解決日常的健康問題。她對推進醫療技術和改善眼科病人生活的不懈付出，使她成為該領域的翹楚。隨著其研究的不斷發展，眼科護理水平與社區健康將得以持續改善，亦讓創新科技在面對重大的醫療挑戰上展示其變革性的潛力。

Enhancing creative writing for primary ESL learners with AI

利用人工智能提升小學生英語創意寫作的能力

How can artificial intelligence (AI) be harnessed to make creative writing more engaging for primary English as a second language (ESL) learners, while maintaining originality?

如何利用人工智能 (AI) 使小學英語作為第二語言 (ESL) 學習者的創意寫作過程更為吸引，並保留寫作的原創性？

Dr Nicole Yang is pioneering the use of AI-generated images in her storytelling teaching tool, which features a visual agent, designed to help young ESL learners visualise and structure their narratives. This approach not only guides students through the narrative construction process but also enhances their language skills and creativity along the way.

As a Research Assistant Professor in the Department of Mathematics and Information Technology, Dr Yang works closely with the Global Institute for Emerging Technologies (GIET). Her work has long revolved around vocabulary acquisition among young English learners. A few years ago, she began an interdisciplinary exploration that integrated technology, investigating how mobile apps can effectively boost primary students' vocabulary learning engagement and self-regulated learning.

楊茵博士正開創性地使用AI生成圖像作為她的故事教學工具。該工具配備可視化功能，幫助年輕的ESL學習者一邊構建故事，一邊觀看視像內容。這種方法既引導學生完成敘事構建過程，亦藉此提升他們的語言能力和創意。

楊博士現職教大數學與資訊科技學系研究助理教授，並與全球新興技術研究所 (GIET) 密切合作。多年來，她的研究一直圍繞年輕英語學習者的詞彙習得。幾年前，她開始進行跨學科探索，結合科技研究手機應用程式如何有效提升小學生的詞彙學習參與度和自我調節學習能力。

Her cutting-edge project, Muse AI Write, is in its early stages and aims to assist primary ESL students in developing their stories. By providing visual scaffoldings based on students' verbal input, the tool also introduces relevant English vocabulary for writing, ultimately enhancing both their English storytelling abilities and creativity skills. "The last thing we want is for technology to give students the story. They must be the primary initiators and developers of their own narratives," insists Dr Yang, the former post-doctoral fellow at the Artificial Intelligence and Digital Competency Education Centre (AIDCEC) at EdUHK.

Student participation is indeed guaranteed in this AI-driven learning platform, since each visual stimulus is set to spark their imagination, encouraging deeper involvement in the creative process and ultimately helping them assume the full role of the storyteller. This visual storytelling method also aids ESL learners in grasping complex narrative concepts in a more intuitive manner.

Dr Yang's research advisor **Professor Wang Minjuan**, Co-Director of GIET and a trailblazer in interdisciplinary endeavours, has been at the forefront of applying emerging technology in education for over two decades. Currently focusing on immersive learning, AI literacy, and AI for creative processes such as video production, music and dance, the Chair Professor of Emerging Technologies and Future Education is unequivocally optimistic about the role of AI in education and its future implications.

她的前沿項目Muse AI Write目前仍屬初階，旨在幫助小學ESL學生在故事創作過程中發展他們的故事。該工具根據學生的口頭輸入提供視覺支架，並引入相關的英語詞彙以便寫作，從而提升他們的英語敘述能力和創造力。「我們最不希望的是讓科技給學生提供故事。他們必須是自己故事的發起者和開發者。」曾擔任香港教育大學人工智能及數碼能力教育中心(AIDCEC) 博士後研究員的楊博士強調道。

不難想像，這樣一個以AI驅動的學習平台肯定讓學生全情投入參與；因為每個視覺刺激都為激發他們的想像力而設計，鼓勵他們更深入地參與創作過程，最終幫助他們完全承擔講故事者的角色。這種視像化敘事方法也幫助ESL學習者以更直觀的方式掌握複雜的敘事概念。

楊博士的研究顧問、GIET聯席總監**王敏娟教授**是跨學科研究的先驅，在新興技術應用於教育中的這一範疇處於領先地位超過二十年。她目前專注於沉浸式學習、AI素養和AI在創意過程中的應用，如影片製作、音樂和舞蹈。作為新興技術與未來教育的講座教授，王教授對AI在教育中的角色及其未來影響抱持無比樂觀的態度。



Dr Nicole Yang and Professor Wang Minjuan
楊茵博士與王敏娟教授

Empowering education: a transformative AI initiative for underprivileged students

賦能教育：為弱勢學生打造的變革性人工智能項目

What could be more rewarding for an educator than witnessing their research not only advance the field but also uplift underprivileged students? **Dr Kevin Yung Wai-ho** exemplifies this ideal through his interdisciplinary efforts with the Artificial Intelligence (AI) - powered adaptive learning platform, ACEiTeach.

對於教育工作者來說，見證自己的研究不僅推動了學術領域的發展，還能提升弱勢學生境遇，難道還有比這更令人滿足的事情嗎？**容煒灝**博士通過與人工智能（AI）驅動的自適學習平台ACEiTeach的跨學科合作，完美展現了這一理想。



This transformative initiative has significantly improved the after-school study experience for thousands of Hong Kong primary school students who cannot afford private tutors. By providing free access to original online teaching materials and interactive learning features, Dr Yung's project is making a profound impact on these students' educational journeys.

這個變革型項目顯著改善了數千名無法負擔私人補習老師的香港小學生的課後學習體驗。通過提供免費的原創在線教學材料和互動學習功能，容博士的項目對這些學生的教育旅程產生了深遠的影響。

Developed collaboratively by Dr Yung and his IT team at EdUHK, the ACEiTeach learning system boasts a comprehensive question bank with over 10,000 questions. The innovative platform actively engages students by analysing their incorrect answers and generating targeted follow-up questions tailored to address their weaknesses. With practice questions customised to each student's individual performance, this intelligent adaptive learning framework functions like a skilled human tutor, ensuring learners solidify their foundational knowledge before advancing to the next stage.

Currently, ACEiTeach offers quizzes in three core subjects: Chinese, English, and Mathematics, all meticulously aligned with Hong Kong's school curriculum. After completing each quiz, students receive an automatic performance report, which is meant to enhance understanding of their individual progress and facilitate more effective support from parents and volunteer tutors.

With its user-friendly interface that appeals to children and encourages them to take initiative in their learning journey, the ACEiTeach platform fosters independent learning and empowers students with precious resources otherwise unavailable to them. In a world where educational equity is essential, Dr Yung's work stands out as a beacon of hope for students in need.

This project forms the third phase of a charity-sponsored online learning platform launched at the peak of the COVID pandemic. Building on contributing to the categorisation of tutorial videos recorded by volunteer tutors in the first phase, and the development of a video-searching function alongside the equipment of a ChatGPT-powered chatbot for instant assistance in the second phase, Dr Yung is optimising AI deployment in this latest initiative.

Regarding the use of AI in education, Dr Yung, the recipient of this year's President's Award for Outstanding Performance in Teaching, emphasises the importance of users' regular self-assessment and reflection. "We must regularly take a step back and critically look at how we are using it. It's imperative to avoid overdependency," he advises. As Associate Co-Director of the Academy for Educational Development and Innovation, and an Associate Professor and Associate Head of International and Local Engagement at the Department of Curriculum and Instruction, Dr Yung specialises in shadow education (i.e. supplementary tutoring), AI-enabled learning and English language education. His current research focuses on students' learning motivation in shadow education and AI-enabled tutoring for underprivileged students.

由容博士及其教大的IT團隊共同開發的ACEiTeach學習平台，擁有超過10,000道題目的綜合題庫。該創新平台通過分析學生的錯誤答案，並按他們的學習弱點生成針對性的跟進問題，有效地吸引學生參與問題解答。該平台根據每位學生的個人表現定制練習題，如同一位熟練的補習老師，確保學習者在進入下一個階段前先鞏固好基礎知識。

目前，ACEiTeach提供三門核心科目的測驗：中文、英文和數學，所有內容均與香港的學校課程精心對齊。每完成一次測驗，學生將收到自動生成的表現報告，旨在幫助他們了解自己的進度，並促進家長和志願教師提供更有用的支持。

ACEiTeach平台的界面對用戶很友好，吸引並鼓勵孩子們主動參與到學習旅程當中，促進其獨立學習，並賦予其原本無法獲得的寶貴學習資源。在重視教育平等的當今世界，容博士的研究成果為有需要的學生帶來了希望之光。

該項目是一個慈善贊助在線學習平台的第三階段，在新冠肺炎疫情高峰期間啟動。第一階段，該項目為志願教師錄製的教學視頻進行了分門別類，第二階段則開發了視頻搜索功能，並配備了由ChatGPT驅動的聊天機器人以提供即時支援。而在最新的項目中，容博士進一步優化了人工智能的應用。

關於人工智能在教育中的應用，剛獲頒本年度「傑出教學表現校長獎」的容博士強調使用者定期自我評估和反思的重要性。他表示：「我們必須不時退一步，認真審視我們如何使用人工智能平台的方式，以避免過度依賴。」作為教大教育發展與創新學院聯席副院長，以及課程與教學學系副教授和副系主任（國際與本地交流），容博士專注於影子教育（即補習）、人工智能輔助學習和英語教育。他目前的研究聚焦於影子教育中學生的學習動機以及針對弱勢學生的人工智能功課輔導。



Honorary Doctorates conferred on prominent people in education and public service

教育及公共服務界傑出人士獲頒授榮譽博士學位



EdUHK held a ceremony in November 2024 to confer honorary doctorates on four distinguished individuals, in recognition of their significant contributions in advancing education and dedication to public service.

香港教育大學於2024年11月舉行榮譽博士頒授典禮，表揚四位傑出人士在推動教育發展及熱心公共服務的重大貢獻。

Professor Stephen J Ball, FBA, FAcSS

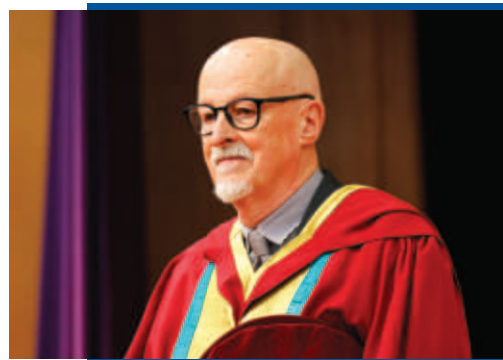
Stephen J Ball教授，FBA，FAcSS

Doctor of Education, *honoris causa*
榮譽教育博士

Professor Stephen Ball, a sociologist who has been described as one of the most eminent researchers in the field of education policy, is Emeritus Professor of Sociology of Education, at the University College London's Institute of Education. He is Fellow of the British Academy, Honorary Fellow of the Academy of Social Sciences, Laureate of Kappa Delta Pi and founding editor of the *Journal of Education Policy*.

The experience of growing up in a working-class area of post-war London, and the tutorship of Dennis Marsden inspired Professor Ball to become a sociologist and undertake research to tackle inequality, rendering it intolerable to society. After 16 years at King's College, London, Professor Ball became Karl Mannheim Professor of Sociology of Education at the Institute of Education, University College of London – a position he held between 2001 and 2015.

Professor Ball's principal areas of interest are sociologically informed education policy analysis and the relationships between education, education policy and social class, changes in governance and new state modalities, as well as the global education reform movement. He has been a prolific scholar since the early 1980s, with over 370 publications and over 48,000 citations to his name. He has developed research and written books and articles on various themes in the field of education. The most recent books he has authored analyse research on global actors' education policy in African and India, and how philosopher Michel Foucault's theories apply to education. A new book *Against School* will be published in 2025.



Stephen Ball 教授是一位社會學家，被譽為當代教育政策領域最具影響力的學者之一，現為倫敦大學學院教育研究院教育社會學榮休教授。他同時為英國國家學術院院士、社會科學院院士及國際教育榮譽學會 Kappa Delta Pi 之成員，並且是學術期刊 *Journal of Education Policy* 的始創編輯。

在戰後倫敦工人階級地區成長的經驗，以及 Dennis Marsden 的指導，啟發了 Ball 教授成為一名社會學家，並致力於研究解決不平等的問題，使之成為社會不容的現象。在倫敦國王學院任教 16 年後，Ball 教授於二零零一年至二零一五年間擔任教育研究院教育社會學卡爾·曼海姆教授 (Karl Mannheim Professor)。

Ball 教授的主要研究領域，包括以社會學為基礎的教育政策分析，教育、教育政策與社會階級之間的關係、管治變遷與新國家模式，以及全球教育改革運動等。自一九八零年代初以來，Ball 教授的學術貢獻高產而豐碩，他發表了逾三百七十篇學術論文，總引用次數超過四萬八千次。他在教育學不同領域上開展研究並撰寫書籍和文章，著作等身。近期著作為分析全球行動者在非洲和印度的教育政策研究，以及哲學家 Michel Foucault 的理論如何應用於教育。新書《Against School》將於明年出版。

Professor Marilyn Cochran-Smith

Marilyn Cochran-Smith 教授

Doctor of Education, *honoris causa*
榮譽教育博士

Professor Marilyn Cochran-Smith is the Cawthorne Endowed Professor of Teacher Education for Urban Schools, Emerita, at the Lynch School of Education and Human Development, Boston College, USA, and an Adjunct Professor in the Department of Teacher Education at the Norwegian University of Science and Technology. She is a Fellow and former president of the American Educational Research Association (AERA), and is highly respected nationally and internationally for her scholarship and leadership in teacher education research, practice, and policy, as well as for her sustained commitment to teaching and teacher education for equity and social justice.



Marilyn Cochran-Smith 教授現為美國波士頓學院，林奇教育與人類發展學院的城市學校教師教育學卡索恩名譽教授 (Cawthorne Endowed Professor)，同時亦擔任挪威科技大學教師教育系的客席教授。她是全球規模最大的教育研究組織——美國教育研究協會院士，並曾出任該會主席。她在教師教育研究、

With a passion for education from a young age, Professor Cochran-Smith worked as a primary school classroom teacher for six years, winning the Outstanding Young Educator Award for her school district. She later obtained her PhD in Language Education from the University of Pennsylvania. In 1996, she joined the Lynch School of Education and Human Development faculty at Boston College as Professor of Education.

Ever since the 1980s, Professor Cochran-Smith has suggested that teachers must not be regarded merely as consumers and implementors of the knowledge generated by those outside schools and classrooms. She has garnered many awards for her scholarship, and also served on multiple prestigious panels on US teacher education. Her research interests include practitioner inquiry and teacher education research, practice and policy. She has written 10 books and more than 250 articles, chapters and editorials, and her work has been cited over 57,000 times.

實踐及政策領域展現了深厚的學術造詣與卓越的領導才能，學術影響力蜚聲國際，備受尊崇。她懷抱對教育公平與社會公義的堅定信念，為全球教師培訓工作作出了重大的貢獻。

Cochran-Smith教授自幼對教育懷有深厚熱忱，她曾在小學任教六年，並榮獲所屬學區的傑出青年教育家獎。她後來在賓夕法尼亞大學獲得語言教育博士學位。一九九六年，Cochran-Smith教授受聘於波士頓學院林奇教育與人類發展學院，出任教育學教授。

早在一九八零年代，Cochran-Smith教授便率先提出：教師不應只被看作是單純消化和傳遞外界知識的人。她憑其學術成就屢獲殊榮，並曾在多個美國教師教育領域的重要委員會中擔任要職。她的研究興趣包括：實踐探究和教師教育研究、實踐及政策。她撰寫過十本著作及二百五十多篇文章、章節和社論，而其作品獲引用逾五萬七千次。

Professor Frederick Ma Si-hang, GBS, JP

馬時亨教授，GBS，JP

Doctor of Social Sciences, *honoris causa*
榮譽社會科學博士

Born and raised in Hong Kong, Professor Frederick Ma graduated with a Bachelor of Arts degree in Economics and History from the University of Hong Kong. He went on to hold key leadership positions at various financial institutions and major organisations in the private sector. In the public sector, he served as Secretary for Financial Services and the Treasury, and Secretary for Commerce and Economic Development of the Hong Kong SAR government from 2002-2008, and was Chairman of MTR Corporation Limited from 2016-2019.

Professor Ma was Chairman of the Council of The Education University of Hong Kong (EdUHK) between 2017 and 2020. During his chairmanship, he gained the Education Bureau's support for the site in North Point for EdUHK to establish a down-town study centre. He also personally donated funds to EdUHK to set up key scholarships and greatly supported fundraising efforts of the University. Professor Ma is also the Permanent Honourable President of Hong Kong Special Schools Council, and has taken up honorary professorships in the Business School at the University of Hong Kong and the Faculty of Business Administration at the Chinese University of Hong Kong.

Professor Ma has made valuable contributions to the higher education sector in Hong Kong, especially during his chairmanship of the Council of the University, and with his unwavering support in promoting character education beyond the classroom to the wider community in recent years, with his loyal and distinguished service to the Government and the Hong Kong community.



馬時亨教授在香港出生成長，並畢業於香港大學，獲得經濟學和歷史文學士學位。他隨後在多家金融機構與主要私營機構中擔任重要領導職位。公務方面，他於二零零二年至二零零八年間於香港特區政府出任財經事務及庫務局局長，以及商務及經濟發展局局長，並於二零一六年至二零一九年間擔任香港鐵路有限公司主席。

馬教授於二零一七年至二零二零年出任教大校董會主席。擔任主席期間，他獲得教育局對教大用地的支持，於北角成立教大市區學習中心。他更以個人名義捐款予教大，設立重要獎學金，並大力支持大學的籌款工作。馬教授亦是香港特殊學校議會永遠榮譽會長，並分別於香港大學商學院及香港中文大學工商管理學院獲委任為榮譽教授和名譽教授。

馬教授於香港高等教育界貢獻卓著，尤其在教大擔任大學校董會主席期間，以及近年致力支持將品格教育由校園推廣至社區等，均展現他對政府和香港社群摯誠而卓越的服務。

The Hon Maria Tam Wai-chu, GBM, GBS, JP 譚惠珠議員，GBM，GBS，JP

Doctor of Social Sciences, *honoris causa*
榮譽社會科學博士

Hon Maria Tam is a well-known veteran politician and former member of four different levels of representative councils. She is currently a member of the District Councils Eligibility Review Committee. Hon Tam has actively participated in significant historical changes in Hong Kong, playing a crucial role in the process of Hong Kong's return to China and the formulation and promotion of the Basic Law. Her efforts and achievements are deeply imprinted in Hong Kong's history.

After obtaining a Bachelor of Laws degree from the University of London, Hon Tam was called to the bar at Gray's Inn, before returning to Hong Kong. Holding the belief that law is not merely a tool for maintaining social order but also a crucial force for protecting the underprivileged, she has made outstanding contributions over many years to the process of Hong Kong's return to the Motherland, and promotion of Basic Law education in Hong Kong and at the national level. She was appointed as a member of the Hong Kong Basic Law Drafting Committee in 1985 and member of the Preparatory Committee for the HKSAR, Hong Kong Affairs Advisor and member of the Selection Committee. She joined the Basic Law Committee of the National People's Congress Standing Committee in 1997.

Hon Maria Tam was appointed Justice of the Peace and received the Ten Outstanding Young Persons Award in 1982. She received the Gold Bauhinia Star in 1998 and the Grand Bauhinia Medal in 2013.



譚惠珠議員為知名的資深政治人物，曾擔任四個不同層級的代表性委員會成員，目前是區議會資格審查委員會委員。譚議員在香港歷史進程中的多個重要里程碑一直肩負重任，在香港回歸中國的過程中，以及在《基本法》的制定和推廣方面，扮演重要角色。她的努力付出和超凡成就深刻地烙印在香港歷史上。

譚議員早年取得倫敦大學法律學士學位後，在英國格雷律師事務所取得大律師資格，隨後回港服務。她堅信法律不僅是維護社會秩序的工具，更是保護弱勢群體的重要力量。多年來她為香港回歸祖國的進程，以及在香港和全國層面推動基本法教育，作出了卓越的貢獻。她於一九八五年獲任命為香港《基本法》起草委員會委員、香港特別行政區籌備委員會委員、港事顧問及推選委員會委員。一九九七年，她加入全國人民代表大會常務委員會《基本法》委員會。

譚惠珠議員於一九八二年獲委任為太平紳士，並獲選為香港十大傑出青年獎。一九九八年，她獲授金紫荊星章，二零一三年再獲頒大紫荊勳章。



Moti-verse event celebrates student community volunteers

Moti-verse活動鼓勵學生參與義務工作 貢獻社群



EdUHK held the 'Moti-verse Volunteer Power: Student Volunteer Appreciation and Showcase' in November 2024, to honour 40 students for their excellent contribution to the community during the 2023-24 academic year.

教大2024年11月舉辦「Moti-verse義工嘉許暨服務展覽」，表揚2023至24學年40名教大學生為社區作出貢獻。

Moti-verse is EdUHK's student volunteering platform and collective space. It connects students with society through community service, enabling them to apply knowledge they have learnt at university to real life.

An important part of EdUHK's commitment to nurturing students' whole-person education is providing opportunities for them to carry out voluntary work within the community. Volunteering helps them develop an open mind and a caring heart, to enhance their understanding and so they make a positive contribution to society.

November's ceremony was attended by representatives from the government, local groups, and social welfare NGOs. Its theme was 'Be Our MVP!', encouraging students to join service teams and participate in community activities to contribute to society and promote a spirit of care.

There were demonstrations of students' participation in service-learning, and interactive booths set up by social welfare NGOs to promote green living under the UN's Sustainable Development Goals (SDGs). Over 700 students and academic and faculty staff attended the event.

Since Moti-verse was launched in 2021, EdUHK's Student Affairs Office has organised over 400 community service activities, engaging around 5,800 student participants and benefitting over 8,000 recipients through partnerships with 75 local service partners.

Going forward, EdUHK will continue to provide service-learning activities based on the SDGs and enrich students' learning and practical experiences through collaboration with various groups in Tai Po, preparing them for their future careers.

Moti-verse計劃是教大為學生提供的義工培訓和服務平台，讓他們能在真實的社區環境中應用課堂知識，通過社區服務將學生與社會聯繫起來。

教大致力培育學生的全人教育，其中一個重要環節是提供機會讓他們在社區內進行義務工作。義務工作有助他們培養開放的思維和關懷別人的心，增進他們對社區的了解，從而對社會作出積極的貢獻。

11月嘉許禮的啟動儀式獲得政府、地區組織和社福機構到場參與。嘉許禮以「Be Our MVP!」為口號，呼籲學生加入義工團隊，積極參與公民活動，貢獻社區，傳揚關愛精神。

活動現場設有服務展覽，展示學生參與服務學習活動的成果，各社福機構也設置互動攤位，推廣可持續發展目標 (SDGs) 下的綠色生活，吸引逾700名學生與教職員參與。

教大學生事務處 (SAO) 自2021年起推出Moti-verse計劃。過去三年成功與75間本地社福機構合作，舉辦超過400項關懷社區活動，共吸引約5,800名教大學生參與，超過8,000名社區人士受惠。

展望未來，教大將繼續以可持續發展目標為導向設計活動，並透過與大埔區各團體合作，豐富學生的學習與實踐經驗，為未來職業做好準備。

EdUHK wins awards for psychology research and financial education

教大心理學研究及理財教育榮獲重要獎項

Researchers at EdUHK have recently received accolades for their work in psychology and financial education.

教大研究學者在心理學及理財教育取得豐碩成果，獲得專業殊榮。

Dr Jiang Da, Associate Professor at the Department of Special Education and Counselling (SEC), has been widely recognised for her research on the psychology of aging. The Gerontological Society of America (GSA) elected her a Fellow for her long-standing and outstanding contributions to gerontology and psychology. She has also become only the third researcher from Hong Kong to win the Seisoh Sukemune/Bruce Bain Encouragement of Early Career Research Award, presented by the International Council of Psychologists (ICP), for her work in finding effective ways to improve wellbeing and reducing loneliness among older adults. Added to this, Dr Jiang earned the Research Award 2024 from the Hong Kong Psychogeriatric Association (HKPGA).



老年心理學研究權威、特殊教育與輔導學系副教授**蔣達博士**獲選為美國老年學會會士，是對其在老年學和心理學領域長期以來的卓越貢獻的高度肯定。此外，蔣博士亦榮獲國際心理學家委員會頒發的鼓勵早期職業研究獎。作為第三位獲此榮譽的香港研究學者，蔣博士的研究尋找到有效方法幫助老年人改善他們的心理健康並對抗孤獨感。蔣博士還榮獲由香港老年精神科學會頒發的2024年度「研究獎」，肯定了她在老年心理學領域的重要研究貢獻。

Also, EdUHK plays an important role in promoting financial literacy among young people in the community. The University's contribution to the community has resulted in the Business Studies Team of the Department of Social Sciences and Policy Studies winning the prestigious Corporate Financial Education and ESG Leadership Gold Award 2024, presented by the Institute of Financial Planners of Hong Kong. Financial education is a key part in preparing young people for the future, and the University is offering a BA (Hons) in Personal Finance as a single degree and a double degree programme with a BEd in Business, Accounting and Financial Studies from the 2025/26 academic year.



Dr Tan Weiqiang (right), Associate Professor from the Business Studies Team of the Department of Social Sciences and Policy Studies at EdUHK, is presented with the trophy for the Corporate Financial Education and ESG Leadership Gold Award

教大社會科學與政策研究學系商科團隊副教授譚偉強博士(右)獲頒「企業理財教育及ESG領袖」金獎

一直以來，教大在推動年輕人理財素養方面不遺餘力。教大在社區層面的重要貢獻，讓社會科學與政策研究學系商科團隊贏得了2024年度「企業理財教育及ESG領袖」金獎。此獎項由香港財務策劃師學會設立並頒發。理財教育是讓年輕人為未來做好準備的重要一環，教大於2025-26學年起提供個人理財榮譽文學士單一學位課程，以及併合企業、會計與財務概論教育榮譽學士的雙學位課程。

Projects support community in finances, education and language learning

社區項目在理財、教育及語言學習各方面提供廣泛支援

EdUHK has launched three community initiatives with the Hong Kong Jockey Club in recent months, in the areas of financial education, education leadership and language education.

香港教育大學（教大）在近月與香港賽馬會合作推出三個社區項目，分別涵蓋理財教育、教育領袖及語文教育。

November 2024 saw the official launch of the Hong Kong Jockey Club Financial Education Programme, created and funded by The Hong Kong Jockey Club Charities Trust. Co-created by EdUHK, The University of Chicago, the Hong Kong Family Welfare Society, CoCoon Foundation, and Solomon Learning Group, the programme aims to provide quality financial education to primary school students in Hong Kong, nurturing their financial literacy from an early age. The EdUHK team, led by Professor Christina Yu Wai-mui from the Department of Social Sciences and Policy Studies, comprises experts in promoting the development of financial education within the academic and school sector.

The JC InnoPower Education Fellowship programme was launched in October, providing leadership education and mentorship support for school principals and other leaders, supplemented by seed funding. Professor Allan Walker, EdUHK's Adjunct Research Chair Professor of International Educational Leadership, is the project supervisor and Dr Lu Jia-fang, Acting Head and Associate Professor at the Department of Education Policy and Leadership (EPL) is the project leader. Through training and learning models, the 15-month programme brings together new, active and recently retired educators to form a community of practice by sharing experiences and professional expertise. This fosters innovation and collaboration within schools, accelerating the transformation of Hong Kong's education system into one that is future-ready and inclusive.

Also, the second phase of the Jockey Club Project RISE, led by the Director of the Centre for Child and Family Science at EdUHK, Professor Kevin Chung Kien-hoa, began in July 2024. The project continues to provide comprehensive support for local primary school students with English learning difficulties. Screening tool and teaching materials developed by the research team have already attracted applications from over 150 primary schools. Over the next five years, the programme aims to expand its support scope, targeting coverage of approximately 40% of primary schools in Hong Kong.



Professor Christina Yu Wai-mui (left) speaks with participating students and principal, at the launch ceremony of the Hong Kong Jockey Club Financial Education Programme

「香港賽馬會智理財教育」計劃的啟動儀式上，姚偉梅教授（左）與參與學校校長及同學們交流

2024年11月，由香港賽馬會慈善信託基金主導策劃及資助的「香港賽馬會智理財教育」計劃正式啟動。該計劃由香港教育大學、芝加哥大學、香港家庭福利會、浩觀創業基金及所羅門教育集團攜手合作，旨在為香港的小學生提供優質的理財教育，從小培養他們的理財能力。教大社會科學與政策研究學系教授（實踐）姚偉梅帶領團隊，成員包括致力於學術界及教育界推動理財教育發展的專家。

而於10月啟動的「賽馬會創新教育力量」人才及業界發展計劃，則旨在為學校校長及其他領導提供領導力教育和導師支援，並輔以種子資金支援。項目督導由教大客席國際教育領才研究講座教授汪雅量教授擔任，項目負責人為教大教育政策與領導學系署理系主任陸佳芳博士。項目為期15個月，透過培訓與學習模式，讓新晉、現職以及剛退休的教育工作者匯聚一堂，藉著分享經驗和專業知識，形成實踐社群，促進學校的創新和協作，從而加快香港教育轉化成迎接未來和具包容性的教育體系。

另外，由教大兒童與家庭科學中心總監鍾杰華教授負責的賽馬會「童步向前」英語學習計劃，在完成第一期的目標之後於2024年7月順利進入第二期，繼續為有英語學習困難的本地小學生提供全面支援。此研究小組開發的甄別工具及教材已吸引超過150所香港小學申請使用。在未來的5年，該計劃將擴大其支援範圍，目標覆蓋全港約40%的小學。

SUSTAINABLE DEVELOPMENT GOALS

聯合國可持續發展目標

Contributing to a sustainable community

致力推動並建立可持續社區

EdUHK is dedicated to driving positive societal change, guided by the United Nations' sustainable development goals (SDGs). Here are two current examples of SDG-aligned initiatives:

在聯合國可持續發展目標 (SDGs) 的指引下，教大致致力於推動社會變革。以下是兩項符合可持續發展目標的計劃：



The **Bioresource Upgrade for Sustainable Development on Lantau Island** project addresses the pressing issue of food and yard waste on Hong Kong's Lantau Island by recycling it into compost, which can enhance soil fertility and support agricultural practices.

The study involves investigation of different formulations of compost, applying these products to agricultural soil for growing crops on the island and developing an educational kit to promote sustainable development to students.

The project is a model to demonstrate turning bioresources into valuable compost for sustainable development in Hong Kong, provide teaching materials the University and train students in converting bioresources into value-added products.

「大嶼山可持續發展的生物資源升級」計劃針對香港大嶼山的廚餘和庭院廢物的迫切問題，將其回收製成堆肥，以提高土壤肥力和支援農業生產。

研究包括調查堆肥的不同配方、將製成品應用於島上種植農作物的農業土壤，以及製作教育套件向學生推廣可持續發展。

該項目完美示範如何將生物資源轉化為有價值的堆肥，以促進香港自然環境的可持續發展，更為大學提供教材，培訓學生將生物資源轉化為增值產品。



The **Community Well-being initiative**, which is part of the EdUHK SDG Living Laboratory@Tai-po project focuses on the health and wellbeing of older adults within the community. To achieve this, a brief cognitive or auditory screening system is used to identify older adults with declined cognitive functions, similar to those with mild cognitive impairments. Those who are identified are offered advice on physical activity, diet and nutrition.

People who show risks of dementia are referred to local agencies and the EdUHK Longevity Research Cluster, for training and medical or community-based follow-up. Additionally, balanced food intake is examined and promoted using an electronic nutrition monitoring system.

「社區福祉」項目是香港教育大學可持續發展目標生活實驗室@大埔項目的一部分，主要關注社區內長者的健康和幸福。為了實現社區福祉這個目標，該項目為老年人提供簡化的認知或聽覺篩檢系統服務，以初步識別認知功能下降的情況，及類似輕度認知障礙的狀況。該項目為獲確診的老年人提供體能活動、飲食和營養方面的建議。

出現失智風險的老年人，則會被轉介到當地相關機構和香港教育大學長壽研究群落，接受健康訓練，醫療或社區跟進。此外，該項目還會使用電子營養監測系統去檢查和推廣均衡的飲食攝入。

Cultural Showcase celebrates multicultural campus

多元文化日 推動校園多元文化共融

EdUHK hosted the Cultural Showcase 2024 on its campus in October, in an initiative to promote internationalisation and enable students to gain a deeper understanding of different cultures.

教大於2024年10月在校園舉辦了「2024多元文化日」，旨在推動國際化，讓學生深入了解不同文化。



Students from over a dozen countries and regions, including mainland China, Finland, Germany, India, Kazakhstan, Kyrgyzstan, Nepal, the Netherlands, Spain, Switzerland, and Tajikistan, joined local students to celebrate and share their rich cultural heritage.

EdUHK President, Professor John Lee Chi-Kin, delivered an uplifting opening address, setting the tone for a day filled with cultural exploration. The event featured an impressive array of performances, including an electric guitar solo by a Hong Kong student who grew up in Jamaica, a captivating traditional Dai dance by exchange students from mainland China, and an energetic K-pop dance routine performed by undergraduates.

來自十多個國家和地區的學生，包括中國內地、芬蘭、德國、印度、哈薩克斯坦、吉爾吉斯斯坦、尼泊爾、荷蘭、西班牙、瑞士和塔吉克斯坦，與本地學生聚首一堂，共同感受多元文化，推動文化共融。

教大校長李子建教授在開幕致辭中鼓舞人心，為這一天的文化探索奠定了基調。活動中展現了多元精彩的表演，包括一位在牙買加成長的香港學生的電結他獨奏、來自內地交換生的迷人傣族舞，以及本科生帶來的活力四射的韓國流行舞蹈。

Throughout the day, international students showcased their cultures through traditional costumes, interactive games, and delicious food. Mainland exchange students presented exhibits highlighting traditional Chinese clothing, Quanzhou flower hairpin art, and the intricate craft of lacquer fan making. Spanish exchange students engaged attendees with a traditional jump rope game, rewarding participants with carnations, Spain's national flower.

EdUHK's Global Affairs Office also invited skilled artisans to demonstrate traditional local crafts to students from around the world, including flour doll making and sugar painting, enabling students to experience these unique art forms firsthand.

The Cultural Showcase 2024 was a highly enjoyable event, as part of EdUHK's commitment to nurturing a vibrant, multicultural campus community where students can learn from one another and celebrate their diverse backgrounds.



在整個活動中，國際學生通過傳統服飾、互動遊戲和美味食物展示他們的文化。來自內地的交換生展示了漢服、泉州的簪花藝術以及精緻的漆扇製作技藝。西班牙的交換生則通過傳統跳繩遊戲與參與者互動，並以康乃馨作為獎品，康乃馨是西班牙的國花。

教大的環球事務處還邀請了技藝精湛的匠人，向來自世界各地的學生展示傳統手工藝，包括製作麵粉公仔和糖畫，讓學生們能夠親身體驗這些獨特的藝術形式。

「2024多元文化日」是一場趣味盎然的活動，體現了教大致力於培養充滿活力的多元文化校園社區，讓學生彼此學習，慶祝他們的多樣背景。



Colourful Wind promotes culture and arts of China's ethnic minorities

「多彩的風」促進中國少數民族文化藝術



Colourful Wind, a series of cultural and artistic events including lectures, theatrical performances and pop-up performances was held by EdUHK, in collaboration with Bauhinia Culture (Hong Kong) Holdings Limited and Minzu University of China, in October 2024.

香港教育大學（教大）與紫荊文化集團及中央民族大學，於2024年10月共同舉辦「多彩的風」少數民族文化藝術系列活動。

Its aim was to enhance the understanding and appreciation of Chinese ethnic minority cultures and arts among faculty and students, and promote cultural exchanges between EdUHK and universities in mainland China.

During his speech at the opening ceremony, EdUHK President Professor John Lee Chi-Kin emphasised the significance of such cultural exchange activities in broadening students' horizons and cultivating cultural competence. He then invited the renowned 'internet celebrity dean' Jiang Tiehong to the stage, who demonstrated the Mongolian dance 'Gallop'.

活動旨在增進師生對中國少數民族文化藝術的認識和理解，並促進教大與內地大學的人文交流。

校長李子建教授在致歡迎辭時強調，這樣的文化交流活動對於開拓學生視野及培養文化素養具有重要意義。致辭期間，李教授還邀請著名的「網紅院長」姜鐵紅上台，現場示範蒙古舞的精髓，表演了蒙古族舞蹈《奔騰》。



The highlight of the event was a performance by students from the Music and Dance Academies of Minzu University, of the Dai dance Water Colour and the Uyghur dance Pomegranate Blossoms, as well as a performance of Hong Kong classic pop songs *Laughter in the Vast Sea* and *Loving You*.



中央民族大學音樂學院及舞蹈學院的學生帶來絢爛多彩的表演，包括傣族舞蹈《水色》、維吾爾族舞蹈《石榴花開》以及香港經典流行曲《滄海一聲笑》和《喜歡你》，將活動氣氛推至高峰。



EdUHK wins QS Reimagine Education bronze award 教大榮獲QS全球教學創新大獎銅獎

The Centre of Excellence in Higher Education Teaching and Learning Innovations (CEHETLI) project, led by EdUHK's Co-Director of the Global Institute for Emerging Technologies, Professor Lim Cher-ping, has won the Bronze Award in the Power of Partnership category at the prestigious QS Reimagine Education Awards. This recognition highlighted the project's focus on collaboration and innovation to enhance quality, equity and efficiency in education.

CEHETLI collaborated with six leading Cambodian universities, the Directorate General of Higher Education, and the World Bank, to develop effective pedagogy, harnessing the power of online technology with an innovative 'Teacher Professional Development', improving classroom learning, and building the capacity of higher education teachers. Under the collaboration, a graduate certificate programme in teaching and learning was offered to higher education teachers. Using a co-developed set of resources in both English and Khmer, the project has reached over 1,000 higher education teachers and positively impacted the learning experience of more than 30,000 students across Cambodia.

由香港教育大學（教大）全球新興技術研究所聯席院長林質彬教授領導的「高等教育教學與創新卓越中心」（CEHETLI）項目，榮獲著名的QS全球教學創新大獎（Reimagine Education）「夥伴關係的力量」（The Power of Partnerships）組別銅獎。這項殊榮突顯教大致力臻教育項目的合作與創新，提升教育質量、公平和效率。

藉著與柬埔寨當地六所頂尖大學和柬埔寨王國教育、青年和體育部高等教育司以及世界銀行合作，CEHETLI研發了高效教學法，利用創新的TPD（教師專業發展）模式開展線上教學，改善課堂學習，並加強大學教師的教學能力。教大亦同時針對大學教師開辦了高等院校教學證書課程。整個項目所促成的一套共同開發的英語和高棉語教材，至今已在當地惠及超過1,000名大學教師以及逾30,000名大學生。

Olympic gold medallists meet with EdUHK community 奧運金牌得主與教大社群見面



Wang Liuyi and Wang Qianyi, who each won two gold medals in artistic swimming at the 2024 Olympics in Paris, officially joined EdUHK's doctoral programme in October 2024.

To give the benefit of their experience to fellow students, EdUHK hosted a talk, at which questions were asked to the sisters, with topics ranging from overcoming challenges in pursuing their dreams, managing time effectively between academic studies and sports, adjusting their mindset before major competitions, to the advantages of being twins in the field of artistic swimming.

When asked about their interest in EdUHK's doctoral programme, the sisters mentioned that they chose to pursue their doctoral studies at EdUHK to gain more professional knowledge, with aspirations of becoming international referees or representing the country in international sports organisations, or even working in the education sector to pass on their expertise to future generations.

As an Elite Athlete Friendly University, EdUHK offers flexible learning arrangements. When asked if they would explore the integration of technology in sport during their doctoral studies, Liuyi and Qianyi said they had previously benefitted from advanced technology while preparing for the Olympics and had gained valuable insights from training and competitions. They hope to merge their athletic experiences with research to produce meaningful outcomes.

在2024年巴黎奧運花樣游泳（韻律泳）項目中各自贏得兩枚金牌的王柳懿和王芊懿，於2024年10月正式加入香港教育大學（教大）的博士課程班。

為了讓同學們從她們的經驗中獲益，教大特地舉辦了講座讓兩姐妹解答同學提問，問題包括在追夢道路上如何克服困難，過往如何做好學習與運動的時間管理，如何在重大賽事前調整心態以保持最佳狀態，以及作為雙胞胎在從事韻律泳項目時有哪些優勢等。

對於為何會對教大的博士課程感興趣，姐妹倆表示她們選擇在香港教育大學攻讀博士學位，是期待能掌握更多專業知識，日後可從事國際裁判，或在國際運動組織裏為國發聲，或者從事教育行業，將自己的專業知識和技能傳遞給下一代。

而教大作為精英運動員的友好大學，也為她們提供了彈性的學習安排。至於她們在讀博過程中是否會研究科技與運動結合，王柳懿和王芊懿表示，早前在備戰奧運中接受過很多前沿科技的幫助，在訓練和比賽中獲益良多。她們期望用自己的運動經歷跟科研結合，能產生更多有用的成果。

EdUHK establishes 'Principals and Teachers Synergistic Innovation Training Centre' 教大成立「校長與教師協同創新培訓中心」

To strengthen exchanges between teachers from mainland China, Hong Kong and Macau, EdUHK has established the Principals and Teachers Synergistic Innovation Training Centre on its Tai Po campus. The aim is to build a normalised mechanism for the collaborative development of teacher teams. The training centre and workshops will enhance exchange among teachers and strengthening national identity.

At the same time, an opening ceremony was held for a training programme for primary and secondary school principals and teachers in Hong Kong. The event was co-organised by EdUHK and the China Education Society, with support from the Teacher Work Department of the Ministry of Education, the Hong Kong, Macau, and Taiwan Affairs Office of the Ministry of Education, and the Education Bureau of the Hong Kong Special Administrative Region Government.

為加強內地與港澳教師交流，香港教育大學（教大）在大埔校園成立校長與教師協同創新培訓中心（中心），期望透過中心構建內地與港澳教師隊伍協同發展的常態化機制，增進教師間相互交流，增強國家認同。

同時，中小學校長教師香港研修班開班式也隨之舉行。活動由教大與中國教育學會主辦，並獲得教育部教師工作司、教育部港澳台辦公室，以及香港特區政府教育局的支持。



49 scholars named in World's Top 2% Scientists list 49名學者榮膺全球首2%頂尖科學家名單

Global recognition of EdUHK's academic excellence and impactful research has once again been recognised with 49 scholars listed among the World's Top 2% Most-cited Scientists and one also named in the top 1% Highly Cited Researchers List in 2024.

The World's Top 2% Most-cited Scientists rankings is published by Stanford University. The total of 49 EdUHK represents an increase on the 38 scholars named in the previous year's list. The expertise of the scholars on the list spans 17 different fields underscores the University's established leadership in Education but also reflect our ongoing efforts to build capacity in emerging fields such as Artificial Intelligence & Image Processing, Environmental Sciences, and Languages & Linguistics.

Professor Jim Chi-yung, the Research Chair Professor and Advisor of Geography and Environmental Science at the Department of Social Sciences and Policy Studies maintained his top position in the Single-Year Impact List and the Career-Long Impact List.

Meanwhile Professor Wong Ming-hung, Advisor (Environmental Science) at the Department of Science and Environmental Studies, has also been named in the 2024 Highly Cited Researchers List released by Clarivate Analytics, which lists the top 1% researchers, based on citations, qualitative analysis and evidence of community-wide recognition.

香港教育大學（教大）的卓越學術成就和深具影響力的研究再次獲得全球認可，有49位學者名列全球首2%最獲引用的科學家，其中一位還被列入2024年首1%最獲引用研究人員名單。

全球首2%最獲引用科學家排名由美國大學發佈。教大的49位學者相比前一年名單上的38位有所增加。上榜的教大學者遍及廣泛專業領域，連同教育學科在內共17個範疇。最新公布的排名不僅突顯教大在教育領域的領導地位，亦反映其在新興領域的長足發展，如人工智能與影像處理、環境科學以及語言暨語言學等。

社會科學與政策研究學系講座教授及顧問（地理及環境科學）詹志勇教授在單年影響力名單和職業生涯影響力名單中保持了她的頂尖位置。

同時，科學與環境學系顧問（環境科學）黃銘洪教授也入選「2024年度最廣獲徵引研究人員」名單，該名單根據引文、定性分析和社會廣泛認可的證據，列出首1%的學者。

Scan the QR code to see the full list of 49 academics named among world's top 2% scientists.

掃描QR代碼，即可查看名列全球首2%科學家的49位學者的完整名單



EdUHK's global reputation further enhanced 教大全球聲譽進一步提升

EdUHK's international reputation has been further enhanced thanks to the results of three assessments by higher education analysts Quacquarelli Symonds (QS).

EdUHK has been rated as a '5-star institution' and been awarded a '5-star certificate' in the latest QS Stars rating system. This international recognition highlights EdUHK's excellence in seven different categories: teaching, research, facilities, subject ranking, employability, social impact, global engagement, as well as overall score.

Furthermore, the University has continued with its consistently high ranking in education in the QS World University Rankings by Subject, in being placed fifth in Asia and 20th in the world in the recently published 2024 edition.

Also, in its first-ever year entering the QS World University Rankings: Asia, EdUHK has placed 212th out of 984 higher education institutions, putting the University in the top 25%. The methodology for this ranking is based on 11 indicators, including academic reputation, citations per paper, papers per faculty, employer reputation, faculty student ratio, international research network and international faculty ratio student ratios.

隨著國際高等教育研究機構Quacquarelli Symonds (QS) 公佈的三項最新評估結果，香港教育大學（教大）的國際聲譽進一步攀升。

在QS最新公佈的QS之星大學評級系統中，教大獲評為「5星院校」，並獲頒發「5星證書」，這一國際認可突顯了教大在七個不同範疇，包括教學、研究、設施設備、學科排名、就業能力、社會影響力、全球協作力，以及整體評分各方面均表現卓越。

另外，在最近出版的2024年版QS世界大學學科排名中，教大在教育領域的排名持續名列前茅，位列亞洲第五，全球排名第20位。

此外，教大首次參與「QS世界大學排名：亞洲」排名，即在984間亞洲高校中排名第212位，位列前25%。該排名方法主要涵蓋11個指標，包括學術聲譽、論文篇均引用率、教員人均論文數、僱主聲譽、師生比例、擁有博士學位的教員數量、國際研究網絡、入境交換生比例、出境交換生比例、國際教員佔比、國際學生佔比。

EdUHK wins Grand Prize and 17 other awards at iCAN 2024

教大獲加拿大國際發明創新大賽 (iCAN 2024) 最高榮譽獎及17項其他獎項

Continuing six years of success in international innovations competitions, EdUHK has made history at the 9th International Invention Innovation Competition in Canada (iCAN 2024), in becoming the first university in Hong Kong to receive its Grand Prize.

The University's nine projects won a total of 18 awards at iCAN 2024. They were the Grand Prize, five Gold Medals, four Silver Medals, the Organiser's Choice Award, the Jury's Choice Award, the Top 20 Best Invention Award and five Special Awards.

The Grand Prize, the highest honour available at iCAN 2024, and a Gold Medal were awarded to the 'Automatic Screening System for Mild Cognitive Impairment and Dementia with Auditory Tasks'. The project, led by Dr Anna Kam Chi-shan, Associate Professor at the Department of Special Education and Counselling, is a healthcare system designed to conduct hearing checks and screening for mild cognitive impairment and dementia among elders in the community.

These achievements highlight EdUHK's outstanding innovative capabilities in health technology, educational technology and sustainable development technology.



教大連續六年在國際創新大賽中取得成功，在加拿大第九屆國際發明創新大賽 (iCAN 2024) 中創造歷史，成為香港第一所獲得該獎項的大學。

教大在該比賽共9個項目中共奪得18個獎項，其中包括最高榮譽獎、五個金獎、四個銀獎、大會特選獎、評審特選獎、二十大最佳發明獎和五個特別獎。

iCAN 2024的最高榮譽獎，還有一枚金獎，乃頒給教大特殊教育與輔導學系副教授甘志珊博士研發的「透過聽覺任務進行輕度認知障礙和認知障礙症的自動篩檢系統」，該項目是一個為社區長者進行聽力檢查、篩查輕度認知障礙和認知障礙症的保健系統。

這次大賽成就充分肯定了教大在健康科技、教育科技和可持續發展技術方面的卓越創新能力。

The full list of awards can be seen here:
完整的獎項名單可在此查看：



Charity stage production to raise awareness in special education 慈善舞臺製作 提高特殊教育意識



EdUHK held the charity stage production *A Kid Story* at the Hong Kong City Hall Theatre in November 2024, to promote the development of special education and inclusive education, and help raise awareness in society of children with special educational needs.

The production also raised funds for Project Aspire, a programme managed and supervised by EdUHK, which supports students with Asperger syndrome or autism spectrum disorder (ASD), and their parents and teachers.

This was the fourth run of *A Kid Story* since 2010 and features young actors with autism, once again inviting the public into the world of people with ASD and their families through the story. The premiere performance and opening ceremony were attended by over 400 people. The event was sponsored by Mr Law Yung-kai of Bauhaus Holdings Ltd, Mr Joseph Cheung Wang-ngai, Mr Norman Chui Pak-ming and Ms Cleresa Wong Pie-yue of the Shang Sin Chun Tong Charitable Foundation, Mr Alfred C.Y. Chow and Ms Rita Lo Lai-yu.

香港教育大學（教大）於2024年11月在香港大會堂劇場主辦慈善舞台劇《我不是霍金》，希望藉活動推動特殊教育與融合教育的發展，並呼籲社會關注有特殊教育需要的兒童。

該製作同時為由教大管理及監督、旨在協助患有自閉症譜系障礙的學童及其父母和教師的「蕊展計劃」進行籌款。

《我不是霍金》於2010年首演，這次四度載譽公演，並邀請患自閉症的小演員參與演出。主辦方期望再次通過這場舞台劇演出，讓更多公眾進入自閉症人士及其家庭，瞭解並關注他們的世界。

首晚演出暨開幕典禮吸引逾四百名人士出席支持。這場慈善舞台劇的贊助人包括Bauhaus Holdings Ltd的羅容佳先生、張宏毅先生、省善真堂慈善基金的徐伯鳴先生與黃碧如女士、周卓如先生，以及羅麗如女士。

New Centre for Entrepreneurship and Research established 新創業與研究中心成立

A new centre has been created by EdUHK to transform its research into sustainable ventures. The Centre for Entrepreneurship and Research (CEAR) will enable faculty members and students to collaborate with the innovation and technology sectors, and thus transfer their research knowledge, accelerate technological innovation, commercialise their ideas and develop into successful entrepreneurs by incubating EdUHK projects.

The CEAR's features include:

- **Incubation resources:** dedicated resources for incubation and collaboration, such as connecting research-based innovators, like-minded entrepreneurs and early-stage start-ups.
- **Facilities, training and mentorship:** office facilities, training workshops and expert guidance from professionals in tech incubation and investment.
- **Funding support:** a delegated incubation fund and fast track to other EdUHK seed fund programmes and partner incubation platforms.
- **Networking opportunities:** regular events with external tech firms and incubators for business development and R&D collaborations.
- **Professional services:** consulting, legal, accounting and company secretarial support.

Five EdUHK start-ups have already established themselves at the CEAR, in the fields of AI-driven music education, AI-driven strabismus diagnosis, educational robotics, metaverse and AI integration, and a collaborative generative AI platform for classrooms.

香港教育大學（教大）成立創業與研究中心（CEAR），旨在將研究成果轉化為可持續的商業項目。

該中心通過與不同創新科技部門合作，為教大的教職員和學生進行知識轉移、加速技術創新、並將創意商業化，逐步乃至通過項目孵化成為成功的企業。

CEAR的特色包括：

- **孵化資源：**提供專門的孵化與合作資源，如連接研究型創新者、志同道合的創業者和初創企業。
- **設施、培訓與導師指導：**提供辦公設施、培訓研討會以及來自科技孵化和投資領域專業人士的專家指導。
- **資金支持：**設立專項孵化基金，並快速進入教大的其他種子基金計劃和合作夥伴孵化平台。
- **拓展人脈資源：**與外部科技公司和孵化器定期舉辦活動，促進業務發展和研發合作。
- **專業服務：**提供諮詢、法律、會計和公司秘書支援。

目前，已有五家初創企業在CEAR落戶，包括AI驅動的音樂教育、AI驅動的斜視診斷、教育機器人、元宇宙與AI融合，以及用於課堂的協作生成式AI平台。

Study tour helps students learn from the past to build a brighter future

鑑古知今 開創未來的研習之旅



As part of the new 'Conflict and Peace in Europe' Experiential Learning Course (ELC), EdUHK's Department of International Education organised a study tour to Berlin and Brussels in June 2024.

香港教育大學（教大）國際教育學系為新設的「歐洲衝突與和平」體驗學習課程（ELC）於2024年6月舉辦了前往德國柏林和比利時布魯塞爾的研習團。



The summer tour, led by **Dr Ezechiel Thibaud**, started in Berlin, where students learned about the Nazi regime, the Second World War and the Cold War. They visited the Sachsenhausen concentration camp, the Topography of Terror museum, the Memorial to the Murdered Jews of Europe, and the Berlin Wall. “In terms of content, this was a dense learning experience,” says Dr Thibaud. “Berlin had a direct impact on the students emotionally, which serves to help them learn and remember the subject matter,” she adds.

The next stop was Brussels, famous for its baroque, neo-gothic and art nouveau architecture, and is the main seat of the European Parliament, as well as home to other European Union (EU) institutions. There, the students learned about the process through which European countries established peace and economic relations from the debris of post-war Europe, to form what became the EU.

“The purpose of this ELC is to help students understand the world today, through learning about the process of peace-making in Western and Central Europe. The study tour presented the students with a fantastic opportunity to learn from the mistakes and successes of the past and reflect on how to build a brighter future,” explains Dr Thibaud.

Plans are being made for a study tour next summer, focusing on different cities’ roles and places in today’s Europe.



此次夏季研習團由**Ezechiel Thibaud**博士帶隊，首站來到柏林，讓學生們了解納粹政權、第二次世界大戰和冷戰的歷史，並參觀了薩克森豪森集中營、恐怖拓撲博物館、歐洲被謀殺猶太人紀念碑和柏林圍牆。Thibaud博士表示：「從活動內容來看，這是一次緊湊而密集的學習日程。柏林的一點一滴為學生帶來直接的情感衝擊，有助他們把所見所學的一切牢牢記住。」

下一站布魯塞爾以巴洛克、哥德和新建築風格著稱，同時作為歐洲議會的主要所在地，也是歐盟的總部。在那裡，學生們主要學習歐洲國家如何從戰後廢墟中建立和平與經濟關係，形成後來的歐盟。

Thibaud博士解釋道：「這個體驗學習課程的目的是幫助學生通過瞭解西歐和中歐的和平進程去理解當今世界。這次研習之旅為學生們提供了一個鑒古知今的絕佳機會，通過學習過去失敗和成功的經驗，反思如何建設更美好的未來。」

學系目前正計劃以當今歐洲不同城市的角色與地位為主題，籌劃今年夏天的另一次研習之旅。



Partnership helps preserve musical heritage

夥伴關係助力推動音樂文化傳承

EdUHK held an exchange activity with the Guangzhou Cultural Centre in December 2024, at which there were xiqu performances along with discussions on preserving the artform and other intangible cultural heritage.

香港教育大學（教大）於2024年12月與廣州市文化館舉辦了一場文化藝術交流聯誼會。會上除了戲曲表演，更進行了有關戲曲保育以及非物質文化遺產傳承的討論。

Learning about intangible cultural heritage, such as performing arts, traditions and social practices, enables us to understand our own culture and that of different communities. This fosters a sense of identity, as well as a mutual respect for other people's ways of life. With this in mind, the University's Xiqu and Intangible Cultural Heritage Centre (XICH) – part of the Academy for Education Development and Innovation – promotes Chinese culture and heritage extensively locally, nationally and overseas.

The event, which was held by the XICH with participation from the Lingnan Traditional Quyi Institute, began with discussions on how best to preserve intangible cultural heritage, which were followed by a xiqu performance. Artistic director of the Lingnan Traditional Quyi Institute cum National Class One performer and renowned Cantonese opera pipa player, Ms Chen Lingyu, led performers from the Guangzhou Cultural Centre in singing *The United Knot*. EdUHK Bachelor of Arts (Honours) in Heritage Education and Arts Management student Tsang Tze-huen, then performed *Nocturnal Tears over an Epistle*.

At the event, **Professor Leung Bo-wah**, Executive Director of the XICH said, "Fostering the preservation of xiqu and intangible cultural heritage requires keeping pace with the times, exploring innovative paths, and striving to preserve traditional culture while incorporating modern technology. Today's event fosters cultural exchange, marking a new step forward in the inheritance of arts."

學習非物質文化遺產，例如表演藝術、傳統和社會風俗，可以讓我們瞭解自己和不同族群的文化，有助於培養認同感，以及對他人生活方式的相互尊重。因此，教大教育發展與創新學院旗下的戲曲與非遺傳承中心（中心）不遺餘力地在本地、全國及海外地區廣泛推動中華優秀傳統文化。

是次活動由中心主辦，並邀請廣州市文化館「嶺南曲藝傳習所」出席。雙方在活動上交流如何更好地傳承戲曲與非遺文化。雙方其後進行粵曲表演。「嶺南曲藝傳習所」的藝術總監兼國家一級演員、著名粵曲琵琶彈唱表演藝術家陳玲玉，率領來自文化館的表演者演唱《同心結》一曲。教大則由文化傳承教育與藝術管理系學生曾子瑄代表演唱《殘夜泣箋》一曲。

教大戲曲與非遺傳承中心總監**梁寶華教授**於活動中表示：「推動戲曲與非物質文化遺產的傳承，需要緊貼時代步伐，探索創新之路，致力保留傳統文化，同時注入現代科技。今天的交流聯誼會促進文化藝術交流，為文藝傳承邁出新一步。」



Tsang Tze-huen, student of Bachelor of Arts (Honours) in Heritage Education and Arts Management, performs "Nocturnal Tears over an Epistle"
教大文化傳承教育與藝術管理系學生曾子瑄演唱《殘夜泣箋》

EdUHK partners with Hunan First Normal University to create Joint Centre for Innovative Ideological and Political Education

教大與湖南第一師範學院成立大思政教育創新發展中心

Representatives of EdUHK visited Hunan First Normal University's (HFNU) Dongfanghong campus in December 2024, where the two parties agreed to establish the EdUHK–HFNU Joint Centre for Innovative Ideological and Political Education.

香港教育大學（教大）於2024年12月訪問湖南第一師範學院（湖南一師）東方紅校區。雙方並同意正式成立「香港教育大學—湖南第一師範學院共建大思政教育創新發展中心」（「大思政中心」）。



The Joint Centre will be set up in both Hong Kong and Changsha, where both sides will work together to accelerate ideological and political education development, take full advantage of national development opportunities, and actively explore course module and content to boost exchange and cooperation in patriotic education between Hong Kong and Hunan.

EdUHK President Professor John Lee Chi-Kin and HFNU President Professor Hu Sui signed the MoU, and both parties look forward to deepening collaboration and enhancing the quality of patriotic, ideological and political education through academic exchange, research collaboration, and mutual visits. They also aim to continuously nurture the growth of teachers from both sides by advocating teacher ethics and virtues and cultivating the 'Spirit of Educators'.

「大思政中心」將分設香港和長沙兩地，雙方將共同探索推進「大思政課」內涵研究，深入把握國家發展脈絡，探索課程模組與內容形式，促進湘港兩地高校在愛國主義教育上的交流與合作。

教大校長李子建教授和湖南一師校長胡穗教授分別代表兩校簽署備忘錄，雙方期待透過學術交流、研究合作及師生互訪，攜手推動愛國主義教育和大思政教育品質提升，推進師德師風建設和「教育家精神」培養，持續助力兩地教師成長。



Book Digest

書摘

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。



www.eduhk.hk/en/book-digest



Enquiries should be directed to:

Communications Office
The Education University of Hong Kong

10 Lo Ping Road, Tai Po
New Territories, Hong Kong
Tel: (852) 2948 6050
Fax: (852) 2948 6046
Email: co@eduhk.hk

如有查詢，請聯絡：
香港教育大學 傳訊處

香港新界大埔露屏路十號
電話: (852) 2948 6050
傳真: (852) 2948 6046
電郵: co@eduhk.hk

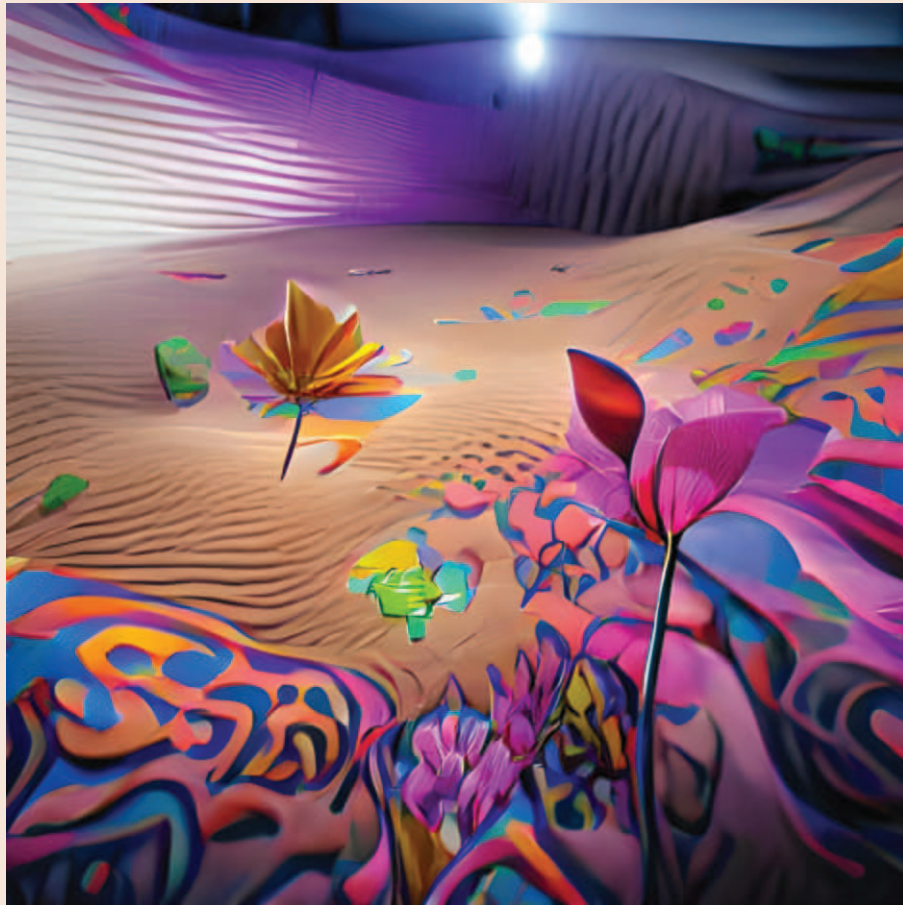
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Dune Flowers
AI Art, dimensions variable, 2022
沙丘之花
人工智能藝術，尺寸可變，二零二二年

Dr Zoran Poposki, FRSA, FRAS
Zoran Poposki 博士，皇家文藝學會會士，皇家亞洲學會會士

Department of Cultural and Creative Arts
文化與創意藝術學系