



University of  
**BRISTOL**

# 2016 Conference

Hong Kong Doctor of Education

Progress

Quality

Challenges

in the New Era of

# Education

Date: 19th March 2016 (Saturday)

Time: 9:30 am - 4:30 pm

Venue: Room B5-310

City University of Hong Kong

Kowloon Tong, Kowloon



香港城市大學  
City University of Hong Kong  
專業 創新 國際全球  
Professional Creative  
For The World

**SCOPE**

School of Continuing and Professional Education  
專業進修學院

## Table of Contents

|   |    |
|---|----|
| Welcoming Message .....   | 4  |
| Acknowledgements .....  | 5  |
| Programme Rundown .....   | 6  |
| Keynote Speech .....  | 8  |
| Graduate Speech .....   | 9  |
| Oral Presentation   |    |
| The Professionalization of Hong Kong's Sub-Degree Logistics and Supply Chain Education .....  | 10 |
| First Year Experience – What matters in transition to university in Hong Kong .....   | 11 |
| Researching educational policy for students with special educational needs in Hong Kong:<br>using Norman Fairclough's approach in critical discourse analysis ..... | 12 |
| Shadow Education of English Language in Hong Kong and Shenzhen in the Era of Globalization:<br>Implications for Policy Makers .....                                 | 13 |
| Assistant principals' perceptions of their roles in entitle .....   | 15 |
| Demonized or misunderstood: the stakeholder's power of monster parents, helicopter parents<br>and tiger moms in education .....                                     | 17 |
| Evaluating Teacher Preparedness for Teaching English through Drama in Hong Kong Secondary<br>Schools .....  | 18 |
| A study on the role of social work agencies in fieldwork learning in Hong Kong: implications for<br>critical reflective learning .....                              | 19 |
| Developing students intercultural competence through inquiry based learning .....   | 20 |
| MOOC: pedagogy, politics and possibilities of educational technology .....  | 21 |
| Hong Kong Athletes' Voice on the Professional Development along their Athletic Careers .....  | 22 |

Poster Presentation

|   |    |
|---|----|
| Language Experiences of Ethnic Minority Undergraduate Interns in Hong Kong .....  | 23 |
| Leadership styles in the middle management of a secondary school: The role of Mathematics subject panel head in a Hong Kong curriculum reform .....     | 24 |
| Are MOOCs the future of Education? A study of digitization, quality assurance, marketing promotion and education policy of online learning/ MOOCs ..... | 25 |

## Welcoming Message

Dear Conference participants,

I am very pleased to welcome you to the annual University of Bristol, Doctor of Education, Student Conference, to be held at the SCOPE, City University of Hong Kong on Saturday, 19th March 2016. This is an important event for the university, during which doctoral students share their research plans, methodologies and findings with their peers, tutors and visiting speakers. This year will also see student delegates from The University of Hong Kong and The Hong Kong Institute of Education. My best wishes to all involved for a stimulating, challenging and successful day. I would also like to thank Winnie Cheung and the organizing committee for their excellent work in preparing such a creative and interesting programme.

Professor Leon Tikly  
Director  
Doctor of Education Programme  
University of Bristol

## Acknowledgements

On behalf of The University of Bristol, Doctor of Education Conference organizing committee, we sincerely welcome you to our conference at The City University of Hong Kong. The theme of seminar is Quality and Challenges in the New Era of Education. At a time of knowledge explosion, everything is in rapid transformation at a speed that no one can accurately anticipate. Education is no exception. In this new era, there are upcoming matters in progress, quality and challenges in the arena of education. This conference is to tap on this meaningful issue in order to let minds meet and share their own insights for intellectual bombardments. We look forward to seeing doctoral students from different universities in this paramount event to reap the concerted harvest of education in this new era.

We thank our keynote speaker Assistant Professor Darren Bryant and Dr Cora Hui for sharing their valuable experiences and knowledge with us. We would like to thank all presenters and participants from The University of Bristol, The University of Hong Kong and The Hong Kong Institute of Education for making this seminar as interesting and useful as we hope it will be. This conference would not have been possible without the immense support of Professor Leon Tikly and our advisor Professor Michael Crossley, who have been guiding us at every stage of this conference and has helped make this seminar a success. Also a big thank you goes to Stella Law and Daniel Wong for their brilliant work and support in providing conference materials and managing the registration of participants. And last but not least, thanks to Dr Jenny Tang, Dr Christina Yip, Dr Ed Wickins, Dr Jennifer Law and Dr YM Chan for their sharing in EdD Viva sessions which does contribute to our dissertation and Viva preparation.

Finally, we are all very proud of ourselves and teamwork in organising this Doctor of Education Conference. This is the result of our hard work of collaboration, designing posters, guest invitation and editing handbook in between our stressful daily workloads and assignments.

We really hope you will all enjoy this conference and find it stimulating and meaningful.

Organising Committee  
Hong Kong Doctor of Education Conference  
University of Bristol

Organising Committee  
Supervisor: Professor Leon Tikly  
Advisor: Professor Michael Crossley  
Chairlady: Winnie Cheung  
Members: Eve Ho, Piers Kuan, Ronald Hui, Emil Li, Shirley Tsang, Tony Wei, Edwin Wong, Titus Yiu and Tiffany Cheng

## Programme Rundown

| Time        | Venue                           | Programme  |
|-------------|---------------------------------|--|
| 9:15-9:45   | Registration                    |  |
| 9:45-9:50   | B5-310                          | Welcome and Introduction to the Day:<br><b>Professor Leon Tikly,</b><br><b>Director: Doctor of Education Programme</b><br>MC: Mr. Ronald Hui and Miss Shirley Tsang  |
| 9:50-10:35  | B5-310                          | Keynote Speech<br><b>Assistant Professor Darren Bryant</b><br><b>Hong Kong Institute of Education</b><br>Topic: Geographies of Educational Leadership: challenges and opportunities for research, policy and practice in East Asia<br>Chair: Ms. Winnie Cheung |
| 10:35-11:15 | B5-310                          | Graduate Speech<br><b>Dr Cora Hui (EdD Alumni)</b><br>Topic: Teacher as Servant-Leader: Applications of Greenleaf's Servant-Leadership in Classrooms of a Hong Kong School<br>Chair: Miss Shirley Tsang  |
| 11:15-11:30 | Coffee Break and Poster Display |  |
| 11:30-12:00 | B5-307                          | Student 1 Presentation<br><b>Joseph Lau (EdD student)</b><br>Topic: The professionalization of Hong Kong's sub-degree logistics and supply chain education<br>Chair: Mr. Piers Kuan  |
|             | B5-310                          | Student 2 Presentation<br><b>Kannass Chan (EdD student)</b><br>Topic: First Year Experience – What matters in transition to university in Hong Kong<br>Chair: Mr. Edwin Wong   |
| 12:00-12:30 | B5-307                          | Student 3 Presentation<br><b>Tony Wei (EdD student)</b><br>Topic: Researching educational policy for students with special educational needs in Hong Kong: Using Norman Fairclough's approach in critical discourse analysis<br>Chair: Mr. Piers Kuan          |
|             | B5-310                          | Student 4 Presentation<br><b>Alvin Wong (EdD student)</b><br>Topic: Shadow Education of English Language in Hong Kong and Shenzhen in the Era of Globalization: Implications for Policy Makers<br>Chair: Mr. Ronald Hui  |
|             | B5-309                          | Student 5 Presentation<br><b>John Cheung (EdD student, University of Hong Kong)</b><br>Topic: Assistant principals' perceptions of their roles in entitle<br>Chair: Miss Eve Ho  |

| <b>Time</b> | <b>Venue</b>   | <b>Programme</b>  |
|-------------|--|---|
| 12:30-14:00 | Lunch and Poster Display<br>(City Top, 9/F Amenities Building) |   |
| 14:00-14:30 | B5-307   | Student 6 Presentation<br><b>Eve Ho (EdD student)</b><br>Topic: Demonized or misunderstood: the stakeholder's power of monster parents, helicopter parents and tiger moms in education<br>Chair: Mr. Tony Wei                 |
|             | B5-310   | Student 7 Presentation<br><b>Vincent Lam (EdD student)</b><br>Topic: Evaluating Teacher Preparedness for Teaching English through Drama in Hong Kong Secondary Schools<br>Chair: Mr. Emil Li                                  |
|             | B5-309   | Student 8 Presentation<br><b>Chan Yee May (EdD graduate)</b><br>Topic: A study on the role of social work agencies in fieldwork learning in Hong Kong: implications for critical reflective learning<br>Chair: Mr. Edwin Wong |
| 14:30-15:00 | B5-307   | Student 9 Presentation<br><b>Winnie Mo (EdD student, The University of Hong Kong)</b><br>Topic: Developing students' intercultural competence through inquiry-based learning<br>Chair: Mr. Ronald Hui                         |
|             | B5-310   | Student 10 Presentation<br><b>Indie Chung (EdD student)</b><br>Topic: MOOC: pedagogy, politics and possibilities of educational technology<br>Chair: Mr. Emil Li  |
|             | B5-309   | Student 11 Presentation<br><b>Visky Tsang (EdD student)</b><br>Topic: Hong Kong Athletes' Voice on the Professional Development along their Athletic Careers<br>Chair: Miss Tiffany Cheng                                     |
| 15:00-15:30 | Coffee break and Poster Display                                |   |
| 15:30-16:15 | B5-310   | Plenary Panel Session:<br><b>Professor Leon Tikly with Dr Jenny Tang, Dr Christina Yip, Dr Ed Wickins, Dr Jennifer Law and Dr YM Chan</b><br>Topic: The EdD Viva  |
| 16:15-16:30 | B5-310   | Poster Prize Presentation, Lucky Draw and Closing Remarks:<br><b>Professor Leon Tikly</b><br>(Group Photo afterwards)   |

## Keynote Speech

### **Geographies of Educational Leadership: challenges and opportunities for research, policy and practice in East Asia**

**Assistant Professor Darren Bryant  
Hong Kong Institute of Education**

Asia as a context for educational research is challenging because of its sheer geographic, political and cultural diversity, which permeates its educational systems. This talk looks at the state of the art of educational leadership in East Asia by borrowing the concept of geography, literally and metaphorically, to examine the terrain in which three dimensions of educational leadership are enacted: research, policy and practice.

After defining the scope of Asia and explaining how the metaphor of geography focuses this examination, I provide context by assessing the state of development of the Asian research base in educational leadership, and explaining what it contributes to our understanding of educational leadership in the region. I then focus on Confucian-heritage societies in East Asia, and consider the political and cultural influences on educational leadership, which vary from country-to-country. The analysis teases out challenges and opportunities faced by educational leaders as they engage in the business of educational reform.

The empirical basis of this talk comes from a series of research projects conducted by Research Fellows and Senior Research Fellows of the Asia Pacific Centre for Leadership and Change at The Hong Kong Institute of Education.



## Graduate Speech

### **Teacher as Servant-Leader: Applications of Greenleaf's Servant-Leadership in Classrooms of a Hong Kong School**

**Dr Cora Hui (EdD Graduate, 2012)  
University of Bristol**

Empirical studies show positive correlation between the practice of servant-leadership and school climate (Black, 2010), student achievement (Lambert, 2004) and teaching effectiveness (Metzcar 2008). Adopting a pragmatic approach, the researcher used a mixed-methods design to illustrate the practice of servant-leadership meeting learners' cognitive, social and individual needs. Metzcar's (2008) survey instrument, the Teacher Leadership Assessment, was contextualized and administrated to students aged 11 to 18 of a Hong Kong school. Quantitative data analyzed by descriptive statistics concluded that servant-leadership was often observed by these learners. Consequently, four focus-group interviews were conducted with participants selected by stratified purposeful sampling. Transcript analysis revealed that a teacher exhibited characteristics of servant-leadership. Hence, a written reflection was collected from this teacher. This qualitative data was analyzed thematically using Miles and Huberman Framework (1994). Thereafter, methods triangulation aligned statistical analysis with learners' stories, and sources triangulation compared learners' transcripts and the teacher's reflection. Five key findings emerged supporting the practice of servant-leadership in classrooms. Finally, the researcher proposed a learner-centered classroom model, operating with servant-leadership principles, highlighting ten characteristics of servant-leaders (Spears 1998) sequentially. A teacher, who acts metaphorically as a servant-leader, serves the students through (1) listening, (2) empathy, and (3) healing. Such a teacher leads the students by (4) awareness, (5) persuasion, (6) conceptualization and (7) foresight. His/her motivational impulses are (8) stewardship and (9) commitment to the growth of people. Ultimately, servant-leadership is characterized by (10) building community, connecting people together. A servant-leader has a hybrid and fluid identity, blending imminence with transcendence, and exercises relational authority and referent power. This study adds new knowledge to this field with the perspective of learners, the context of classrooms, and the cultural landscape of Hong Kong. The researcher concludes that the application of servant-leadership benefits learners, supports their learning process, and sheds light on teacher continuous professional training.

## Oral Presentation

### The Professionalization of Hong Kong's Sub-Degree Logistics and Supply Chain Education

Yui-Yip Lau<sup>a</sup> (EdD Student, University of Bristol), Adolf K.Y. Ng<sup>bc</sup> and Ka-Chai Tam<sup>d</sup>  
Email: [yylau@hkcc-polyu.edu.hk](mailto:yylau@hkcc-polyu.edu.hk)

<sup>a</sup> Division of Business, Hong Kong Community College, The Hong Kong Polytechnic University, Hong Kong, China

<sup>b</sup> Department of Supply Chain Management, I.H. Asper School of Business, University of Manitoba, Winnipeg, MB, Canada; <sup>c</sup> Transport Institute, University of Manitoba, Winnipeg, MB, Canada

<sup>d</sup> Department of History, Hong Kong Baptist University, Hong Kong, China

#### Abstract

In the context of higher education, sub-degrees of professional studies experienced tremendous growth in recent decades. Many academic institutions have recorded an upward trend in providing professional education on subjects that traditionally focused on apprentice-style, non-academic learning approach. However, the reasons behind the steady growth of the demand of sub-degree level of professional education have been under-researched. To fill this research gap, this paper investigates the development of logistics and supply chain education. We will critically review the added value of sub-degree courses of professional education. Is education a method for occupational groups for achieving their professional status? Alternatively, does the education mainly supporting the substantial growth of industry generate increasing productivity and equipping the practitioners in the professions? To address the stated queries, we will analyze students' evaluation of the effectiveness of sub-degree education and their motivation on enrolling these courses through a questionnaire survey. The major study objectives include the following:

- (1) To inform practice in the roles and areas of sub-degree education especially in the concept of professionalization among logistics and supply chain industry;
- (2) To investigate sub-degree students' expectations of sub-degree programs, notably their wider professional development, their studying path and their personal development;
- (3) To adopt the Human Capital approach in examining students' perception on the costs and benefits of enrolling sub-degree professional courses;
- (4) To analyze graduates' evaluation on their personal and professional development as well as their mobility path in their professions after taking sub-degree courses;
- (5) To assist our institution to establish our own logistics and supply chain research capability and extend the networks with logistics and supply chain professional bodies;

The paper does not only increase the scope and depth of research area in logistics and supply chain education, but also contribute theoretically to our understanding on the curriculum of sub-degree logistics and supply chain programmes.

**Key Words:** education, sub-degree, logistics, supply chain, Hong Kong

## Oral Presentation

### First Year Experience – What matters in transition to university in Hong Kong

Kannass Chan (EdD Student, University of Bristol)

Email: [kannass.chan@polyu.edu.hk](mailto:kannass.chan@polyu.edu.hk)

#### Aim

This research aims to explore students' first-year experience at a University in Hong Kong and develop a model to identify what influence a smooth transition from secondary school to the first-year of university.

#### Abstract

Many research showed that student's first-year experience is crucial for student success in later stage at the university (Tinto, 2005) and effort has been put to identify enablers and barriers (A. Bowles, Fisher, McPhail, Rosenstreich, & Dobson, 2014) to student transition at higher institution in past few decades. The present study identifies some factors affecting first-year experience by reviewing some models proposed in the literatures. A propose model will be developed by connecting the literature findings to locally adapt in the Hong Kong context. Definition of student success will be discussed in connection to a good first-year experience. The data collection method of a quantitative approach (regression and path analysis) is considered and its implications will be discussed.

## Oral Presentation

### **Researching educational policy for students with special educational needs in Hong Kong: using Norman Fairclough's approach in critical discourse analysis**

**Tong Wei (EdD Student, University of Bristol)**

**Email: [toni\\_hernan@hotmail.com](mailto:toni_hernan@hotmail.com)**

#### **Abstract**

This paper explores the possibilities of using Norman Fairclough's approach in Critical Discourse Analysis (CDA) in critical policy research in education, drawing on the Hong Kong government's discursive construction of the education policy on students with special educational needs (SEN) and the implementation of the corresponding whole school approach (WSA). This paper demonstrates that Norman Fairclough's approach in CDA is of a particular value in pinpointing the interdiscursive and linguistic properties in policy texts, in highlighting the implicit and hybrid discourses, and in identifying discursive shift in policy implementation process. The analysis also demonstrates that despite drawing critiques on embedding ideologies into the data (Schegloff, 1997), and having unequal balance between social theory and linguistic theory (Blommaert & Bulcaen, 2000), the reflexive framework of CDA is open to adjustments and the proliferation of CDA in educational research shows its significance in policy analysis. The final part of the paper suggests how such analysis and research can be used by the educators in implementing education policies.

## Oral Presentation

### Shadow Education of English Language in Hong Kong and Shenzhen in the Era of Globalization: Implications for Policy Makers

Alvin Wong (EdD Student, University of Bristol)

Email: [alvinwong212@gmail.com](mailto:alvinwong212@gmail.com)

#### Abstract

In many countries, it is a ubiquitous phenomenon that a lot of primary and secondary school students seek supplementary tutoring services coined as Shadow Education by Bray (1999). They join tutorial classes to improve their subject knowledge and master skills for the placement exams such as Gaokao in China and the Hong Kong Diploma of Secondary Education in Hong Kong. Moreover, with the intensification of globalization and the increasing acceptability of marketization in the education sector, the stratification of competitions shaped by different driving forces such as Confucianism and the child policy facilitates the bloom of supplementary tutoring in era of the marketing economy. Also, all youths and families strongly believe that performance in the education system help them succeed in societal credentialism and the meritocratic system in the society, increase more chances of enrolling desirable university courses and subsequently get well-remunerated employment.

In the tutoring classes, English is one of the most popular subjects that students choose. Unlike English teachers in mainstream schools, English tutors usually use their mother tongue as the teaching medium of instruction and provide a lot of drilling exercises to provide students with a short cut for the exams, and this leads to a backwash effect on the education system. This contradicts the task-based language teaching approach proposed by the Education Bureau for all primary and secondary schools which focus on purposeful and authentic tasks to help students develop communicative competence which can be applied in real-life situations. Therefore, it would be interesting to investigate about how students perceive English classes in tutorial centres and mainstream schools in terms of teaching approach, classroom culture and effectiveness. In this proposed research study, mainstream secondary school schools in Shenzhen and Hong Kong will be selected and compared to find out the issues about supplementary tutoring of English which can be conceptualized by the use of six descriptive indicators including accessibility, affordability, connectivity, insufficiency, interactivity and sustainability proposed by Kwok (2001). These multilevel comparisons manifest some of the characteristics of a three-layer cultural model of East Asian tutorial schools suggested by some prestigious researchers (e.g. Neville, 1995; Owen & Steinhoff, 1989; Schein, 1985).

## **Research Questions**

1. How do Shenzhen and Hong Kong students view English Language in university placement examinations in terms of the six descriptive indicators mentioned above?
2. In what extent is acquiring English in supplementary tutoring effective to boost students' language and non-language skills like creativity and critical thinking skills?
3. How do tutorial centres complement mainstream schools to maintain the balance in equity and social mobility in the era of globalized marketing economy?

To find out the above questions, quantitative and qualitative approaches will be adopted. Participants will be surveyed by questionnaires and some of them will be interviewed so as to draw some implications for policy makers and stakeholders in the education sector.

## Oral Presentation

### Assistant principals' perceptions of their roles in entitle

John Cheung (EdD Student, University of Hong Kong)

Email: [johngai@hotmail.com](mailto:johngai@hotmail.com)

#### Abstract

Education is the root of a society. The main role of education is to “enhance knowledge, ability, quality, cultivation, and international outlook of the people of Hong Kong” (Education Commission, 2000, p. 29). The education system of Hong Kong, especially the secondary school education, was profoundly changed and developed rapidly in that past two decades with the tide of education reforms around the world. As Leithwood and Jantzi, (2006) denotes that the responsibilities and accountabilities of all school personnel are raised since the deep and lasting educational changes over the past years.

Like other commercial companies, schools and other educational organizations are constantly changing (Schlechty, 2001), however, the implementation of change in education needs “patience and persistence” (Hall & Hord, 2006, p.7). The changes in schools can be initiated from the policy makers and the head of educational organizations, but sometimes “an organization does not change until the individuals within it change” (Hall & Hord, 2006, p.7). Educational change will be started when “someone or some group, for whatever reasons, initiates or promotes a certain program or direction of change” (Fullan 2007, p.66). Fullan (1991) believes that putting new things (e.g. new curriculum, new teaching strategies and new pedagogical beliefs) into teaching practice can lead to educational change. However, Elmore (2007) pointed out that educational change will not effectively implemented with a small group of teachers who want to have change. It is important to arise a large number of teachers’ motivation and belief to create changes in schools in order to implementing a successful change. In order to achieve successful educational change and school improvement, a school leader with great vision or a group of excellent school leaders are playing important roles in the development of excellent schools. As National Policy Board for Educational Administration (2002) states “Every educational reform report of the last decade concludes that the United States cannot have excellent schools without excellent leaders.

Impossibly, school principals held the wholly accountable for all administration work and leadership to promote positive and constructive changes in schools today. Shared leadership has to be adopted to create a motivating environment for teaching and learning under educational reform in schools. Obviously, the assistant principal as an “non-absentable” performer (Reed & Connors, 1982) in the daily operation of a school and a major leader who works closely with the principal to lead the changes in educational reform can be easily “forgotten” (Cranston, Tromans and Reugebrink, 2004) and become invisible leaders in the history of education. Secondary school assistant principals have received little mention and documented locally and internationally compared with the school principals (Glanz, 2004), another important school leader, in the professional literature of educational leadership.

Clearly, assistant principals undertake a very important role in daily operations of a school, therefore, it is very critical to give a clear definition of this significant leadership role. In the past five years, the situation of assistant principals in Hong Kong secondary schools has been drawn some local researchers and scholars, e.g. Kwan, Walker and Lee's attentions. They mainly investigated the assistant principals' job facets leading to overall job satisfaction (Kwan and Walker, 2009); and the other focuses on examining the respective contribution of job responsibilities undertaken by assistant principals in preparing them for the principalship (Kwan, 2008) and the level of assistant principals' job satisfaction affects their desire for a principalship in Hong Kong (Lee, Kwan and Walker, 2009). Their research findings, more importantly, provide a good foundation for this research paper to study further on (1) the assistant- principals' perceptions of their roles in schools, (2) how they perceive their role and (3) the challenges that the assistant principals face when they take up their responsibility roles.



## Oral Presentation

### **Demonized or misunderstood: the stakeholder's power of monster parents, helicopter parents and tiger moms in education**

**Eve Ho (EdD Student, University of Bristol)**

**Email: [eh14436@bristol.ac.uk](mailto:eh14436@bristol.ac.uk)**

#### **Abstract**

As one of the main principles of implementing School Based Management (SBM) is to 'enhance transparency and accountability in the use of public funds and school operations by providing a participatory decision-making' (Education Bureau 2014), all stakeholders have a part to play in the running of a school. The principal, teaching staff, parents, alumni and also independent parties would be included as stakeholders of a school in an attempt to reflect the opinions of the different areas involved in order to make the best use of available resources or betterment of the school in general.

However in recent years, more and more influence has been called for by the parents, not just on the School Management Committee (SMC), but also in the everyday professional decision made by frontline administrative and teaching staff, giving them undue stress in dealing with their demands. In return, the label of 'monster parents', 'helicopter parents' or 'tiger moms' is used to describe the parents with this type of attitude.

This presentation aims to look at the phenomenon of monster parents, how it has affected the other stakeholders in the day-to-day running of the school, as well as the implications of accepting such an interference. It is also hoped that by looking into the emergence of monster parents, the question of why here and why now could also be answered.

## Oral Presentation

### **Evaluating teacher preparedness for teaching English through drama (TETD) in Hong Kong secondary schools: An observation-based triangulation study using the narrative approach**

**Vincent Lam (EdD Student, University of Bristol)**

**Email: [vincent.wk.lam@polyu.edu.hk](mailto:vincent.wk.lam@polyu.edu.hk)**

#### **Abstract**

“Learning English through Drama” has been many English departments’ favourite elective module considering its proven educational benefits. Since its official integration into the subject curriculum in 2009, ordinary and/or young English teachers who had less experience in TETD met challenges of enacting drama plays in their language classrooms while experienced individuals articulated relations between language teaching and drama very successfully. In contrast with major research which have evaluated the role of drama in education, the proposed research aims to focus on investigating teacher preparedness for TETD, the intensity of which may exert very different impacts on learning. Teacher preparedness that could be modified by one’s own drama literacy and delivery of teaching remains researchable as relevant training provided for teachers, their perception of TETD and their attitude towards performing acts could be subjectively dissimilar. Completing the proposed research requires considerable time spent observing a teacher’s continuous practice where the observation-based qualitative research approach shall be capable of the analysis through long-term participation in his/her English-drama classroom in a local school high of its typicality and conventionality.

#### **Aims**

1. To evaluate the extent (preparedness intensity) that English language teachers have prepared for TETD in today’s language classrooms.
2. To analyse the internal and external factors that have led to a high or a low intensity of teacher preparedness for TETD.
3. To assess teaching-learning effectiveness in English-drama classrooms in response to this (observed) level of teacher preparedness.

## Oral Presentation

### **A study on the role of social work agencies in fieldwork learning in Hong Kong: implications for critical reflective learning**

**Dr YM Chan (EdD Graduate, University of Bristol)**

**Email: [emaychan@hkbu.edu.hk](mailto:emaychan@hkbu.edu.hk)**

#### **Abstract**

This research explores the role social work agencies play in enhancing or restricting critical reflective learning of fieldwork students under the neo-liberal welfare environment in Hong Kong.

The findings suggest that fieldwork is regarded by most social workers as a one-way learning process whereby practice in the field is the end result of social work learning. Agency's role is to help students fit-in, adjust, and practice in accordance with the practice requirements and within its boundary. This understanding of the agency's role is largely more favourable to competence-based learning approaches. Critical reflection, if considered, is narrowly conceived in fieldwork learning. The lack of critical reflection in the field is embedded in the competence-oriented social work practice and belief where there is a hierarchy in social work in which practice is seen primary while critical reflection is secondary. Overall, the findings reveal that in the current social welfare context of Hong Kong, fieldwork agency has not become an ideal learning site where critical reflection of students is adequately supported or enhanced, nor it is a place where critical reflective practice has been encouraged. Nevertheless, though the majority of social work students also do not see social work agencies as supportive environments for critical reflection, they appear to question more about the existing practice and expect to have more space for critical reflective learning in fieldwork.

## Oral Presentation

### Developing Students' Intercultural Competence through Inquiry Based Learning

Winnie Mo (EdD Student, University of Hong Kong)

Email: [winnie\\_mo@aishk.edu.hk](mailto:winnie_mo@aishk.edu.hk)

#### Aim

This study aims to integrate the pedagogy of inquiry-based learning in teaching Chinese as a second language to enhance students' intercultural competence.

#### Abstract

In the 21<sup>st</sup> century, a world-class education must prepare for students living in the world where opportunities for success require the ability to cooperate in a global community. Intercultural competence (IC) embraces the attitudes, knowledge and skills needed to interact with people from differing backgrounds; It is one of the keys to succeeding in the globalized society. Therefore developing effective pedagogy to improve students IC is an emerging focus for second language teachers. At the same time, teachers who teach Chinese as a second language are facing the great challenge of providing efficient methods in developing students' IC. The current research is mainly limited to exploring the pedagogical dimensions for developing IC rather than its effectiveness.

This study aims to integrate Inquire Based Learning (IBL) pedagogy in a non-Chinese background students' class in learning Chinese language and culture at an international school in Hong Kong, to explore how students respond to an inquiry-based approach to IC and discover what challenges students encounter in using such an approach.

Quantitative and qualitative data from a pilot study of 23 participants showed that students had increased knowledge outcomes when using IBL. Students' skills increased, but at a lesser rate than knowledge, whilst students' attitude remained at a similar level to the pre survey. This paper argues that students' knowledge of IC can be obtained from inquiry based learning; contextual background can influence students' attitudes; and experiential learning is vital to acquire skills of intercultural competence. Further research is recommended to identify the necessary teacher skills in designing inquiry learning in IC acquisition.

## Oral Presentation

### **MOOC: Pedagogy, politics and possibilities of educational technology**

**Indie Chung (EdD Student, University of Bristol)**

**Email: [indie.chung@polyu.edu.hk](mailto:indie.chung@polyu.edu.hk)**

#### **Aim**

The aim of this research is to explore the relationships among pedagogy, politics and possibilities of educational technology as manifested in Massive Open Online Course (MOOC).

#### **Abstract**

The popularity of Massive Open Online Course (MOOC) is having an impact on higher education with more and more institutions contributing courses to some major platforms such as Coursera and edX. Research attention is devoted to understand the pedagogy of this educational technology in changing the landscape of higher education. In “The Social Shaping of Technology”, MacKenzie and Wajcman (1999) argued that the technological changes in society cannot be fully accounted by technological determinism. It deserves further investigation of the MOOC movement through the social, economic and political lens to explore the possibilities in the future.

## Oral Presentation

### **Title: Hong Kong Athletes' Voice on the Professional Development Along their Athletic Careers**

**Visky Tsang (EdD Student, University of Bristol)**

**Email: [viskytang@gmail.com](mailto:viskytang@gmail.com)**

#### **Abstract**

There is an increasing societal expectation that athletes combine their athletic development with their further professional [education or vocational] training in order to balance athletic ambitions with the need to prepare for their post-athletic careers. In response to these expectations a model of dual athletic-student careers has recently been introduced by the Hong Kong Sports Institute. [A dual athletic-student career involves simultaneously supporting the individual's athletic development, as well as their preparation for a post-athletic career.] Despite the importance of career development for the post-athletic life of individuals, there is often a conflict between the demands of both sport and academic/vocational pursuits. While some athletes chose a dual career path, others chose to pursue academic/vocational training subsequent to their athletic careers. Regardless of how athletes choose to pursue their further education, it seems that access to a system of educational support is a precondition for a post-athletic career. However, the perceptions and experiences of individuals as they navigate their athletic and educational endeavours is reported to be insufficiently examined (Cosh & Tully, 2013). Therefore, the aim of this study is to reveal athletes' dilemma of the academic and athletic development by examining their lived experience, with the intention of providing insights for the enhancement of the athletes' educational/vocational support system.

## Poster Presentation

**Title: Language Experiences of Ethnic Minority Undergraduate Interns in Hong Kong: A Case Study of a Self-financing Vocational Institute**

**Emil Li (EdD Student, University of Bristol)**

**Email: [emil.li.bb@gmail.com](mailto:emil.li.bb@gmail.com)**

### **Abstract**

Minorities are not minor. Since the 1997 handover, the population of ethnic minority groups has contributed to Hong Kong's economic success. A small number of them, now university students who have hurdled, tripped and staggered their way to higher education, will continue to play an important role in the local workforce and constitute an essential part of Hong Kong's social fabric. They should be made visible and their learning and career expectations should be fully met. It is hoped that this qualitative case study will lift the veil from this dimly-seen group of university students in Hong Kong, heighten awareness of the importance of equipping them with job-required language skills, and provide useful pointers for vocational Chinese as a second language curriculum developers.

## Poster Presentation

### **Leadership styles in the middle management of a secondary school: The role of Mathematics subject panel head in a Hong Kong curriculum reform**

**Ronald Hui (EdD Student, University of Bristol)**

**Email: [huisir@hotmail.com](mailto:huisir@hotmail.com)**

#### **Aim**

It aims at studying possible leadership-management framework that a middle manager of a school should be exercised in implementing the education reform so that the Mathematics subject panel heads could balance the needs between the senior management and their subordinates in the panel.

#### **Abstract**

All schools are facing a challenging and demanding education climate of constant change with expectations of different stakeholders. Hence, apart from the school principals and senior management, the middle managers (such as the subject panel heads or the functional group heads) play an important role in the educational reform as no single person can have all answers to all the problems confronted by the changes. By comparing different leadership models, it could help the panel heads exercise the best balance in supporting the coherence of the subject panel members as well as aligning the directions of the panel to the expectation of the senior management.



## Poster Presentation

### **Are massive open online courses (MOOCs) the future of Education? A study of digitization, quality assurance, marketing promotion and education policy of online learning/ MOOCs**

**Winnie Cheung (EdD Student, University of Bristol)**

**Email: [winniewycheung@gmail.com](mailto:winniewycheung@gmail.com)**

#### **Aim**

The aim of the research is to investigate the trend of digitization and how it helps the education sector. Also it aims to explore different kinds of benefits that massive open online courses (MOOCs) bring to the universities and students all over the world and compares the differences between online learning and traditional learning.

#### **Abstract**

There is a growing trend of digitization, it triggers the rise of online learning or massive open online courses (MOOCs) to be offered to students all over the world through internet. This kind of education innovation changes the way of learning and it affects the education system and policy. This research plans to compare different online course platforms from various perspectives e.g. the reputation of offering university, popularity of the course, participation rate of student, or the quality assurance of each course. The study also investigates the quality assurance of the online courses and how the relevant education policy is affected. Also this research could evaluate the relevant marketing promotion of MOOCs to drive more participation and increase the exposure and penetration.