



University of
BRISTOL



2017

Conference

Hong Kong Doctor of Education

Education Innovation in the New Era

Date: 11 March 2017 (Saturday)

Time: 09:30 – 16:30

Venue: Room P4703-4704 Purple Zone

Academic Building

City University of Hong Kong

Kowloon Tong Kowloon



香港城市大學
City University of Hong Kong

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Table of Contents

Welcoming Message	3
Acknowledgements	4
Programme Rundown	5
Keynote Speech	8
Graduate Speech	9

Oral Presentation

Strategic education marketing in the digital era: Critical discourse analysis of global top 20 EMBA programmes	10
The practices of distributed leadership within an instructional reform environment in China	11
The hurried child and the role of early parenting	12
Are maritime students ready for the competitive job market? Students' perspective on maritime programs	13
MOOCs mentoring and how it can support online learning: case study of a school-based teacher-student mentoring programme in Hong Kong	14
Investigating the effect of integrating a collocation instruction and practice component into college English course in Mainland China	15
Vocational education and training teacher identity in the context of reform in Hong Kong: A multi-case study	16
Social and learning competencies required for students with autism spectrum disorder in Hong Kong primary mainstream classroom	17
Logistics education in a changing world: the case of Hong Kong.....	18
The influence of students' engagement on their mathematics achievement in OECD countries: A hierarchical linear modeling study	19
L2 Motivation of Senior Form Students in Shadow Education of English Language in Hong Kong ...	20

Aligning summative assessment with curriculum aims of liberal studies in Hong Kong21

Poster Presentation

STEAM education: Creating stop-motion movies with 3D printing technologies and digital story authoring 22

The mother as researcher: Understanding parenting through action research 23

First Year Experience - Why student expectation matters in transition to university in Hong Kong?
.....24

Review of Nursing Education in Second Life: Critical Thinking Application25

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, 11th March 2017. 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 University of Macau, The University of Hong Kong and The Education University of Hong Kong. My best wishes to all involved for a stimulating, challenging and successful day. I would also to thank Mr Joseph Lau and the organizing committee for their excellent work in preparing such a creative and interesting programme.

Professor Leon Tikly

Director of Research

University of Bristol

Acknowledgements

We represent The University of Bristol, Doctor of Education Conference organizing committee to sincerely invite you to join our conference at The City University of Hong Kong. The topic of this conference is Education Innovation in the New Era. Education is fundamental transformed from the past to now. Under the post-modern era, there are forthcoming issues of opportunities and challenges. The main theme of this conference is to highlight some significant issues with a view to letting minds meet and sharing their own insights for intellectual bombardment. We really would like to see doctoral students from different universities in the event to reap the concerted harvest of education in the new millennium.

We would like to express our great appreciation to speaker Associate Professor Vong Sou Kuan and Dr Chan Yee May for sharing their valuable experiences and knowledge. In addition, we thank various people for their contribution to this conference; all presenters and participants from University of Bristol, University of Macau, The University of Hong Kong and The Education University of Hong Kong, for their illimitable support on this conference. Special thanks should be given to Professor Leon Tikly, who have been leading and providing professional guidance of this conference.

We thank Mr Daniel Wong and Ms Amy So for their work in coordinating different aspects of conference. We also thank Dr Chan Kong Wah, Dr Chan Yee May, Ms Cheng Wing Shan, and Ms Leung Lai Sim for their valuable sharing in EdD Viva sessions which contributes to our dissertation and Viva preparation.

Because of excellent teamwork in organizing this Doctor of Education Conference, we sure that this conference will be held successfully. Finally, we hope you will enjoy this conference a lot.

Organizing Committee

Hong Kong Doctor of Education Conference

University of Bristol

Organizing Committee

Supervisor: Professor Leon Tikly

Chairman: Mr Joseph Lau

Members: Ms Tiffany Cheng, Ms Kammy Lau, Ms Carol Lee and Mr Kit Ng

Programme Rundown

Time	Venue	Programme
9:15-9:30	Registration	
9:30-9:35	P4703	Welcome and Introduction to the Day: Professor Leon Tikly, Director of Research
9:35-10:15	P4703	Keynote Speech Associate Professor Vong Sou Kuan University of Macau, Faculty of Education Topic: New regimes of truth?! - The impact of university-rankings on teacher education in two SARS Chair: Ms. Karen Tse
10:15-10:55	P4703	Graduate Speech Dr Chan Yee May (EdD Alumni) Topic: Enhancing critical reflective learning? The role of social work agencies in fieldwork supervisors' perspective Chair: Ms. Yvonne Cheung
10:55-11:15	Coffee Break and Poster Display	
11:15-11:35	P4703	Student 1 Presentation Jeffrey Hui (EdD graduate) Topic: Strategic education marketing in the digital era: Critical discourse analysis of global top 20 EMBA programmes Chair: Ms. Kammy Lau
	P4704	Student 2 Presentation Rao Chun Ping (EdD graduate, The Education University of Hong Kong) Topic: The practices of distributed leadership within an instructional reform environment in China Chair: Ms. Tiffany Cheng
11:35-11:55	P4703	Student 3 Presentation Rainbow Cheung (EdD student) Topic: The hurried child and the role of early parenting Chair: Ms. Kammy Lau
	P4704	Student 4 Presentation Joseph Lau (EdD student) Topic: Are maritime students ready for the competitive job market? Students' perspective on maritime programs Chair: Ms. Tiffany Cheng

Time	Venue	Programme
11:55-12:15	P4703	Student 5 Presentation Tony Wei (EdD student) Topic: MOOCs mentoring and how it can support online learning: case study of a school-based teacher-student mentoring programme in Hong Kong Chair: Ms. Kammy Lau
	P4704	Student 6 Presentation Ding Chen (EdD student, University of Macau) Topic: Investigating the effect of integrating a collocation instruction and practice component into college English course in Mainland China Chair: Ms. Tiffany Cheng
12:15-14:00	Lunch and Poster Display (City Top, 9/F Amenities Building)	
14:00-14:20	P4703	Student 7 Presentation Fanny Leung (EdD graduate) Topic: Vocational education and training teacher identity in the context of reform in Hong Kong: A multi-case study Chair: Ms. Karen Tse
	P4704	Student 8 Presentation Yvonne Cheung (EdD student) Topic: Social and learning competencies required for students with autism spectrum disorder in Hong Kong primary mainstream classroom Chair: Ms. Yvonne Cheung
14:20-14:40	P4703	Student 9 Presentation Joseph Lau (EdD student) Topic: Logistics education in a changing world: the case of Hong Kong Chair: Ms. Karen Tse
	P4704	Student 10 Presentation Francis Fung (EdD student, University of Hong Kong) Topic: The influence of students' engagement on their mathematics achievement in OECD countries: A hierarchical linear modeling study Chair: Ms. Yvonne Cheung

14:40 – 15:00	P4703	Student 11 Presentation Alvin Wong (EdD student) Topic: L2 Motivation of Senior Form Students in Shadow Education of English Language in Hong Kong Chair: Ms. Karen Tse
	P4704	Student 12 Presentation Simy Leung (EdD student) Topic: Aligning summative assessment with curriculum aims of liberal studies in Hong Kong Chair: Ms. Yvonne Cheung
15:00 – 15:30	Coffee Break and Poster Display	
Time	Venue	Programme
15:30-16:15	P4703	Plenary Panel Session: Professor Leon Tikly with Dr Chan Kong Wah, Dr Chan Yee May, Ms Cheng Wing Shan, and Ms Leung Lai Sim Topic: The EdD Viva
16:15-16:30	P4703	Poster Prize Presentation, Lucky Draw and Closing Remarks: Professor Leon Tikly (Group Photo afterwards)

Keynote Speech

New regimes of truth?! - The impact of university-rankings on teacher education in two SARS

**Associate Professor Vong Sou Kuan
University of Macau, Faculty of Education**

In the last decade, global university ranking has become a “gold standard” in re-shaping the landscape of higher education. Notably, the developing and emerging countries/regions in the East Asia are actively engaging in these international comparisons and global rankings in order to exhibit their academic as well as economic competitiveness, however, without much attention to the reconciliation of cultures and local needs. Being part of East Asia, Hong Kong and Macao are in the middle of this cyclone. Stemming from the experiences of the author, who has been teacher educator for a few decades and has witnessed and experienced the waves of recent reforms. This research analyses the development of teacher education in the two Chinese Special Administrative Regions, Hong Kong and Macao, under the global discourses of higher education, namely university rankings. These two places possess different historical conditions and culture, yet under the global discourses, the field of higher education, specifically teacher education development is becoming similar. Under the global influence, the notion of “teacher educator” is being challenged by “competitive academic” whose success relies on the number of publications, frequency of citations and impact factors. The author is much concerned with idea that the identity of “academic” has overwritten that of the “educator” whose role is no longer to ‘propagate the doctrine, impart professional knowledge, and resolve doubts’ as Han Yu (768-824) once mentioned. Thus, the rationale of this research is to 1) analyse the recent development of teacher education in both places in order to provide substantial local evidence to contribute to a global policy discussion; 2) demonstrate the specificity of teacher education in higher education to draw attention to the agendas of internationalisation and transnational policy. Adopting the Foucauldian perspective of knowledge/power as an analytical framework, this paper seeks to 1) examine the kind of power/knowledge production taking place in teacher education under the discourse of global higher education; 2) scrutinise this emergent power/knowledge for the ways in which it disciplines the development of teacher education. Data for analysis are collected from the official websites of the two institutes, including recruitment advertisements and publication data sets. Preliminary results showed that related Psychometric or Statistics have become the new “rising stars” in this new regime.

Graduate Speech

Enhancing critical reflective learning? The role of social work agencies in fieldwork supervisors' perspective

Dr Chan Yee May (EdD Alumni)
University of Bristol

This research is a continuation of the previous work in 2015 which focused on exploring the role of social work agencies in enhancing / restricting critical reflective learning of fieldwork students under the present neo-liberal welfare environment in Hong Kong.

According to the agency workers and fieldwork students in the 2015 study, agency's role was primarily to help students fit-in, adjust, and practice in accordance with the practice requirements of the agency and within its boundary. This role is largely more favourable to competence-based learning approaches. Critical reflection, if considered, is narrowly conceived in fieldwork learning. The previous findings also suggest 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.

This study builds on the foundation of the 2015 research and aims to explore the agency's role from an outsider's perspective: the perspective of fieldwork supervisors who are not practitioners in the agencies. Fieldwork supervisors employed by social work institutes are interviewed to seek understanding on their views and experience on whether social work agencies enhance or restrict critical reflective learning of fieldwork students during their fieldwork process.

The findings of this study reveal how learning, in particular critical reflective learning, takes place (and fails to happen) in fieldwork, which is supposed to be an important learning site. By understanding their views and experience in working with students and social work agencies, the struggles and dilemma of social work agencies in enhancing critical reflective learning and practice are explored.

Oral Presentation

Strategic education marketing in the digital era: Critical discourse analysis of global top 20 EMBA programmes

Dr. Jeffrey Hui (EdD Graduate, University of Bristol)

Email: jeffreyphoenix@yahoo.com.hk

Abstract

This research seeks to understand how education marketing discourses on global EMBA programme websites are adopted for marketing purposes. Education marketing discourses on the official websites of global Top 20 EMBA programmes are examined at three analytic entry-points to answer “WHAT”, “HOW” and “WHY” questions about the discursive constructions of inspirational teaching and learning identities and opportunities for their target audiences. In this research, a “Critical Approach” together with the “QUAL-QUAN Mixed Model” will be drawn for the research. “Critical Discourse Analysis” will be employed to closely examine the education marketing discourses of the Global Top 20 EMBA Programmes at three analytical entry points, namely “WHAT”, “WHY” and “HOW”.

Oral Presentation

The practices of distributed leadership within an instructional reform environment in China

Dr. Rao Chun Ping (EdD Graduate, The Education University of Hong Kong)

Email: cp.rao@163.com

Abstract

The objective of this in-depth qualitative case study was to identify and explain how distributed leadership in schools was shaped by the context of Chinese instructional reform policy and Chinese culture. In-depth interviews of 34 participants of three case study schools in Nanshan District, Shenzhen were conducted, and the data were analysed together with documents and participant observations. The central research question of this study was: How does context and culture influence distributed leadership in schools? The research outcomes suggested that distributed leadership was effectively implemented in Chinese culture and context, and that the culture of openness and reform in Shenzhen, and the harmony, collaboration, democracy and inclusiveness emphasized by the school culture of the schools, helped them to overcome cultural dilemmas and guarantee the effective implementation of distributed leadership. Leaders with typical Chinese characteristics in schools were identified and explained by terminology such as “soul leaders” (líng hún lǐng xiù, 灵魂领袖), “backbone teachers” (gǔ gàn jiào shī, 骨干教师) and “master teachers” (shī fu, 师傅). Culturally-rooted leadership practices in Chinese schools such as “shī tú jiē duì” (master-disciple relationship, 师徒结对) and “jiào yán” (teaching and research, 教研) were acknowledged to be the most influential leadership routines and tools in Chinese schools. This research enriches the cultural knowledge base on distributed leadership and provides an empirical and contextualised understanding of school distributed leadership in schools in China.

Oral Presentation

The hurried child and the role of early parenting

Rainbow Cheung (EdD Student, University of Bristol)

Email: iamcolourful@gmail.com

Abstract

Hong Kong is one of the busiest and the most competitive places in the world. Many if not most of the parents in Hong Kong adopt the "Win at the starting line" strategy. That means that they would by all means make chances of enforcing their children to learn more, to learn at a faster pace and to learn as early as possibly can. Under the impact of globalization, such a phenomenon has become a world-wide concern among scholars over the past decades. For instances, Elkin's (1981, see also 1988, 2001, 2006 editions) *The Hurried Child* pays attention to the crippling effects of hurrying our children through life and Hirsh-Pasek, Golinkoff, & Eyer's (2004) *Einstein Never Used Flash Cards* critiques on the growing trend toward accelerated learning. To me, parenting is an opportunity to discover the world around us and understand the new role of ourselves as being a parent. In this sharing session, I would attempt to discuss the phenomenon of "The Hurried Child" and the role of early parenting.

Oral Presentation

Are maritime students ready for the competitive job market? Students' perspective on maritime programs

Yui-yip Lau^{1,2} and Adolf K.Y. Ng²

¹ EdD Student, University of Bristol

² Transport Institute, Asper School of Business, University of Manitoba, Winnipeg, MB, Canada

Email: yylau@hkcc-polyu.edu.hk

Abstract

The ever-changing global environment has increased emphasis on the research and creation of knowledge dedicated to professional practice. In this case, the maritime industry serves as the illustrative example, which has transformed from a traditionally largely unskilled, labour-intensive industry to a capital-intensive, sophisticated one. In turn, this has changed the nature of maritime education from a highly practical, hands-on approach to tertiary education emphasizing on business and analytical skills, as characterized by the increasing number of tertiary institutions offering undergraduate and postgraduate maritime programs. However, the structures and characteristics of the demands for such programs have remained under-researched. To address such deficiency, we have conducted a questionnaire survey towards undergraduate and postgraduate students who are pursuing maritime programs. The aim is to understand their profiles, motivations, and expectations of respective programs that these students have enrolled in. Constructive recommendations and strategies are provided to contribute to the effective planning and management of maritime program articulation.

Oral Presentation

MOOCs mentoring and how it can support online learning: case study of a school-based teacher-student mentoring programme in Hong Kong

Tony Wei (EdD Student, University of Bristol)

Email: Toni_Hernan@hotmail.com

Abstract

This article reports on qualitative case study research into the experience and support of six secondary school students who are engaged in a school-based MOOCs mentorship programme in Hong Kong (HK). It describes their perceived experience and socialization, particularly with regard to the school-based training and mentoring support they receive during their spell in the programme. While the benefits of different forms of mentoring support in secondary school context have been established, few studies have focused on specific factors that affect the perceived effectiveness of mentoring regarding MOOCs, from the point of view of both the mentors and the mentees. The current study therefore breaks new ground in investigating the perspectives of different stakeholders in the mentoring process for assisting secondary students undertaking MOOCs. What is more, the article explores the roles that MOOCs and mentoring play in students' further education, academic support, and career aspiration. The article concludes by providing recommendations on how schools can better support secondary students in completing MOOCs.

Oral Presentation

Investigating the effect of integrating a collocation instruction and practice component into college English course in Mainland China

Ding Chen (EdD Student, University of Macau)
Email: dingchen_conan@163.com

Abstract

Collocational competence is considered to be an important aspect of language proficiency. However, EFL learners are found to be incompetent to use collocations appropriately, which is even true for advanced L2 learners. Empirical studies have indicated that explicit instructions are encouraged to make collocation knowledge increase due to the limited exposure of foreign language textbooks and classroom teaching discourse. The present study investigated the effect of adding a collocation instruction and practice component in college English course over one semester on collocational knowledge gains of Chinese non-English major freshmen and whether this gain is related to students' language proficiency. Two parallel classes were selected in a university in China as experimental group and control group. A series of pre-tests and post-tests of participants' collocational knowledge and language proficiency were conducted. After the intervention, a semi-structured interview was conducted among students from the experimental group on their perceptions about the component. The results revealed a more steady increase of collocational knowledge in the experimental group than the control group. However, there was no obvious correlation between collocational knowledge gains over one-semester and their language proficiency, which may be explained by the short intervention period. The interview demonstrated increasing collocation awareness among the EFL learners but meanwhile showed other factors than the activity itself should be considered in order to enhance learners' collocational competence.

Oral Presentation

Vocational education and training teacher identity in the context of reform in Hong Kong: A multi-case study

Dr. Fanny Leung (EdD Graduate, University of Bristol)

Email: wafaleung@hotmail.com

Abstract

This study examines how vocational educational training (VET) teachers' professional and personal identity in Hong Kong has been influenced by changes to their work associated with the New Senior Secondary (NSS) reform. Teacher identity is dynamic and shaped by teachers themselves in interaction with their working context. Dynamic change in VET teacher identity in Hong Kong is happening in the context of the New Academic Structure (NAS) introduced by the NSS reform, which is bringing students into VET a year younger than previously. At the same time, the VET curriculum is changing to in response to Hong Kong's economy becoming more knowledge-based and an increasing proportion of staff at the Institute of Vocational Education (IVE) are hired on insecure short term contracts. This study explores personal and contextual influences on VET teachers' own construction of their professional identities.

Oral Presentation

Social and learning competencies required for students with autism spectrum disorder in Hong Kong primary mainstream classroom

Yvonne Cheung (EdD Student, University of Bristol)

Email: yc16445@bristol.ac.uk

Abstract

In Hong Kong, cognitive functioning is a key criterion for making placement decision for ASD students. Previous studies indicated that cognitive skill is not the only skill necessary for mainstream classes (e.g. Barnard, Prior & Potter 2000, Mclyntyre, Blancer & Baker 2006). Skill requirements are likely to vary when important features of classrooms differ. There is no research dealing with the skills required in ordinary classes in Hong Kong up to date. The current study will investigate the social and learning skills essential for success in local mainstream primary classes using the Mainstream Social Skills Questionnaires developed by Salend and Lutz 1984. The purpose of the research is to identify social and learning competencies that are necessary for students with Autism Spectrum Disorder (ASD) to succeed in mainstream primary classes in Hong Kong, to provide a framework for making placement decision and to identify areas where training is needed to prepare ASD students for mainstream classes

Oral Presentation

Logistics education in a changing world: the case of Hong Kong

Yui-yip Lau^{1,2} and Tsz Leung Yip³

¹ EdD Student, University of Bristol

² Transport Institute, Asper School of Business, University of Manitoba, Winnipeg, MB, Canada

Email: yylau@hkcc-polyu.edu.hk

³Department of Logistics and Maritime Studies, The Hong Kong Polytechnic University

Abstract

Logistics industry is now facing unprecedented challenge to a dynamic, complex and knowledge-driven economy. This study explains the role of logistics education in Hong Kong and a way forward for logistics education in the future. The logistics education has transformed from elite education to mass education. How can the continuity of the sub-degree logistics education sustain mass education? To what extent, how sub degree logistics education enhances transfer of knowledge from academic to workplace? To address the stated queries, we will analyze sub-degree logistics education model. The study does not only enlarge the depth and scope of research area in logistics education, but also provide theoretically to our understanding on both Associate Degree and Higher Diploma logistics programs curriculum.

Oral Presentation

The influence of students' engagement on their mathematics achievement in OECD countries: A hierarchical linear modeling study

Francis Fung (EdD Student, University of Hong Kong)

Email: fff_333_@hotmail.com

Abstract

The relationship between students' engagement and academic achievement has been widely investigated in research literature for a long time, but such relationship at student level and school levels across countries has remained largely unexplored. In fact, this is more than an education issue with global, national and regional implications due to rise of globalization and global citizenship.

This study specifically examines the relationship with subject content of Mathematics by using the two-level Hierarchical Linear Model (HLM) to analyze the sample of approximately 300,000 fifteen-year-olds students from 34 OECD countries who had completed the Programme for International Student Assessment (PISA) in 2012.

Four research questions have been addressed in this study including: (1) examine whether different aspects (cognitive, behavioral and affective) of students' engagement are significantly related to their mathematics achievement; (2) examine whether the three kinds of students' engagement interact with each other to jointly influence their mathematics achievement; (3) compare the main and interaction relationship between different aspects of students' engagement and their mathematics achievement; and (4) examine whether contextual factors at student and school levels (namely student sex, social-economic status (SES) and prior achievement at student level; school size, number of qualified teachers and length of mathematics lesson time at school level) moderate the engagement-achievement relationship.

Results from preliminary findings demonstrate the significant effects of main and interactive effects on various kinds of engagement on mathematics achievement; and the engagement-achievement relationship is significantly moderated by the contextual variables at student and school levels.

This study not only aims to fill the research gap and limitation of previous studies, but also serves as a valuable reference on the topic with new implications and insights for contemporary educators, school managing board and teachers to enhance students' mathematics learning.

Oral Presentation

L2 Motivation of Senior Form Students in Shadow Education of English Language in Hong Kong

Alvin Wong (EdD Student, University of Bristol)

Email: alvinwong212@gmail.com

Abstract

More and more 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 university placement exams in order to get more favourable university programmes and better remunerated employment under the stratification of competitions and credentialism in our society. In this proposed research study, motivation of students in tutorial schools will be analyzed to see how their learning experience in the tutorial schools impacts their L2 Ideal Self, Ought-to L2 Self and perception on L2 Learning Experience suggested the L2 Motivational Self System (Dorynei, 2009).

Oral Presentation

Aligning summative assessment with curriculum aims of liberal studies in Hong Kong

Simy Leung (EdD Student, University of Bristol)

Email: simyleung2008@yahoo.com.hk

Abstract

This research aims to understand the extent to which the Hong Kong Diploma of Secondary Education Liberal Studies (LS) examination is aligned with the curriculum to develop students' 21st century skills. In particular, it examines different stakeholders' (students, teachers and policy makers) views on the relationship between LS examination, pedagogy and curriculum aims. I conducted questionnaires survey with 42 schools in Hong Kong, 35 semi-structured individual interviews with different stakeholders including students, teachers and policy-makers, and 10 classroom observations. It was found that standards-referenced summative assessment and monitoring mechanism can lever critical thinking, broaden students' minds and arouse students' social awareness. However, assessment and curriculum were not aligned. Pedagogy was not appropriately balanced between the pragmatic short-term goals and the ideal long-term aims for nurturing 21st century skills. The realization of the official aims of LS processes bred unpredicted side effect. Direct stakeholders focused on exam-oriented teaching and learning for higher scores. Formative use of summative criteria and rubrics in class encouraged argumentative procedural drilling in a pragmatic manner; much less concern about interdisciplinary mind nurturing. Students are relatively strong in learning to think but weak in learning to live and neglect learning to respect. Indirect stakeholders, policymakers for instance, believed in theory they espoused, yet paid lip service only on 21st century skills practices. As a result, LS did not help nurturing responsible independent thinkers as intended.

Synergy should exist between curriculum and assessment. Aligning summative assessment with holistic curriculum aims through formative functions for learning ought to be the explorations forwards. The underlying guiding principles are the integration of attitude, skills and knowledge, and aligning public examinations with curriculum aims horizontally and vertically. Further research should be done on the theories and practices of assessment literacy and the practical alignment of curriculum and assessment.

Poster Presentation

Title: STEAM education: Creating stop-motion movies with 3D printing technologies and digital story authoring

CHUI, Hin Leung¹, Mak, Chun Nam Bernie² and Li, Chun Xiao³

¹ EdD Student, University of Bristol

² Hong Kong Baptist University

³ The Education University of Hong Kong

Email: mikechui@eduhk.hk

Abstract

The study explored the integrative use of 3D printing technology and stop-motion movie making. The activities are peer-assisted with a total of 75 Primary Five students from three classes for eight lessons. Facilitated by the teachers, teaching assistants, and a 3D printing company expert, the students are grouped and started with the use of storyboard, created 3D models in the computers, and printed the 3D models. Subsequently, each group took photos with music and produced a stop-motion movie about environmental protection. Through data collection, it is revealed that students are able to elicit deep understanding of STEAM education.

Poster Presentation

The mother as researcher: Understanding parenting through action research

Rainbow Cheung (EdD Student, University of Bristol)
Email: iamcolourful@gmail.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

By using the "self" in action research, this project will have significant implications for deepening our understanding of what we should do with early parent education as well as offering insights for how we can have a better understanding of doing parenting by adopting the role of a "mother-researcher" – acting as a reflexive parent whilst taking up the role of a flexible researcher. Over the last few decades, the 'hurried child' syndrome has been given increased attentions in our competitive, fast-paced world. Here we all learn the dogma that faster is better and the so on that a child learns more when compared to her peers the better. Thereafter, this project aims to focus outward on social and cultural aspects of personal experience, particularly in response to the competitive and hurried early parenting practice in the Hong Kong context.

Poster Presentation

First Year Experience - Why student expectation matters in transition to university in Hong Kong?

Kannass Chan (EdD Student, University of Bristol)

Email: kannass@yahoo.com

Abstract

Research showed that student expectation plays a crucial role in shaping student experience at higher education institution (Alexson & Kemnitz, 2003). This research explores expectation of first-year students on academic and social issues. Results show that first-year students often unexpected the heavy workload and the voluminous readings required to be done. They felt that teachers should provide more guidance by telling them exactly what to do and also help them to build their social networks. While there is mismatch in expectations between students and the university, solutions are required to minimize this mismatch.

Poster Presentation

Review of Nursing Education in Second Life: Critical Thinking Application

Lam Lai Chun (EdD Student, University of Bristol)

Email: hkb1390@yahoo.com.hk

Abstract

Second Life (SL) is one of the major settings in Virtual Reality (VR) used for nursing education that enhances critical thinking competence among nursing students. Quality and safety assurance in nursing care are highly related to the critical thinking competence of nursing students. Although many studies have explored positive experiences of the utilizing VR techniques in nursing education, limited information shows the overall prevalence to inform critical thinking skill application in the nursing curriculum. This paper aims to review and synthesize the overall SL prevalence in nursing curriculum.