FED NEWSLETTER

Mission

To disseminate educational ideals and academic and student activities of FED;

To provide an easy and user-friendly platform for academic staff;

To promote a sharing culture and boost teacher education and professional development.

Issue 13

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Student Activities

FED Mentorship Programme Kickoff

On 22 September, the Mid-Autumn Festival, FED Mentorship Programme Kickoff took place at X-Hall of Cultural Centre, UM. All FED freshmen, teaching and administrative staff members participated in this warm and friendly gathering.

First, the Interim Dean of FED, Prof. Cheng Chun Wai made a welcome speech and explicated the significance of this event. Through this activity, he hoped that all freshmen coming from different places to the University of Macau, a totally new environment, could easily get along with one another and communicate with the teachers, so as to adapt and integrate into this big family as soon as possible. In addition, he also encouraged students to contact with different teachers. In this way, they could obtain a more comprehensive development from different perspectives.

Then, Interim Associate Dean, Prof. IEONG Sao Leng extended her cordial greetings to all freshmen. In particular, she expressed her hope that, through this kickoff, which was launched right on the Mid-Autumn Festival, Chinese mainland students could experience the warm festive atmosphere in Macao.
Teaching Experience Gained
from “English Oral Class”

By Glyceria Lok, Cyrus Chao, Charity Sun, Esther Choi and Tinki Lam

After that, Ms TONG Sam Na briefly introduced all the centre directors, programme coordinators, teaching and administrative staff members, and encouraged students to take the initiative and seek help whenever they feel the need.

Hi, dear pals and buddies! Here we would like to share with you some of our exciting experiences that we have gained from teaching the “English Oral Class” organized by the Macao Daily News Readers Charity Fund. In fact, the “English Oral Class” offered by the Macao Daily News Readers Charity Fund has been going on for quite a few years. Recommended by Prof. Sylvia S. L. Ieong, Faculty of Education University of Macau, and with her enthusiastic and constant support, Glyceria Lok, Cyrus Chao, Charity Sun, Esther Choi and Tinki Lam, students majoring in English at FED, have all had the opportunity to teach the “English Oral class”. The oral class, in which two lessons are arranged per week, is free and open to all Form/Secondary 1 and 2 students studying in various secondary schools of Macao. The purpose of the class is to provide Macao students with a relaxing, interactive and dynamic English learning environment.

Together, all the students and faculty members enjoyed a rich lunch and exchanged ideas. They all felt happy that they had had an unforgettable Mid-Autumn Festival.
Teaching Ideas of the Oral class

1) Class Size
Unlike some schools in Macao, where large classes consisting of about 40 or 50 students, are the norm rather than exception, the English Oral class is of small size, with about 20 students. The students benefit from the small class size and the friendly and lively learning environment. First, teachers can take care of every student according to his or her specific needs. Second, there are more speaking practice opportunities for each student. Third, group work can be easily arranged for student interactions and cooperative work. The small class helps students establish friendly communication with each other and cultivate their team spirit. It works so successfully that the students will not feel shy or embarrassed when they are answering questions or discussing matters since they get on very well with one another, just like a family.

2) Class Material, Homework and Assessment
Unlike formal classroom teaching, there are no textbooks for this class. Instead, teachers only provide necessary printed, tailor-made up-to-date materials in consideration of the students’ different aptitudes and interests. Besides, the “no homework” policy enables students to enjoy the fun of learning in class without extra load or burden. More important, students are not asked to have any tests or exams during the class. It is believed that they can learn better and improve English through the communicative activities without pressure.

3) Teaching Method
The “English oral class” is held twice a week, on Wednesday and Saturday afternoon after school. In every class, there are two lessons, each lasting about 45 minutes. Teachers present practical English knowledge to students in the first lesson, and engage students in various communicative activities in the second lesson. To provide students with a relaxing and practical learning environment, students are not required to make any preparations before the class, nor are they given any homework after the class. Also, various activities aiming to help students apply the knowledge to real-life communication and encourage them to use what they have learnt in the first lesson are provided in the second lesson. It is believed that through the activities, students will improve their communication skills and become more interested and confident in speaking and using English.
Challenges of teaching in the Oral class

1) Learner Differences
One of the greatest challenges is that the students come from different schools, with diverging English proficiencies. Some students might feel lost if the whole class is taught in English. Therefore, the teachers make every effort to prepare more suitable and interesting teaching materials and learning resources for students, so as to make sure that every student has a chance to be involved in class and make progress in speaking English.

2) More Demands on Teachers
The “No fixed textbook” situation and varied students’ aptitudes pose great demands on these novice student teachers. In this case, teachers have to spend lots of time in preparing teaching materials suitable or appropriate for the students’ age and language proficiency levels, as well as thinking about various topics and activities that can arouse their interests, draw their attention and stimulate their learning motivation.

Real-life English Practice: The “Bilingual Camp”
The Macao Daily News Readers’ Charity Fund sponsored a two-day English & Putonghua bilingual camp for Form 1/Secondary 1 students studying in their English oral class. It was held at the Bosco Youth Hostel during 23-24 January 2010. This camp aimed not only to provide opportunities for students to use English in real life, but also to develop their personality, self-esteem as well as co-operation abilities.

The camp consisted of several language activities with warm-up games. Students worked in groups to complete some tasks. Before the game started, students were asked to design a group name and slogan for their own groups so as to establish their team work spirit. First, there was a Quiz Game. Students had to answer questions which were all chosen from what they had learnt in the Oral class. It could reinforce students’ learning with an exciting quiz game. Second, students were asked to make an egg-protector with newspaper. Having a 30 minutes discussion in English, students worked very hard to figure out a best protector to their eggs. At last, most groups successfully protected their eggs from breaking. It was a task to enhance students’ abilities of problem solving and creativity.

Meanwhile, they could practice using English to solve real life problem. Third, a “Great Collector” game was designed for students to find out things that were listed on a paper. During the game, students had to go around the hostel and asked people to lend them things they needed in English. The group which could collect all the things and finish as fast as possible was nominated to be the winner. Trying to gain for the first prize, students actively participated in the
task and English were heard everywhere in the hostel. Other activities such as “Hold your balloon” and “Readers’ theater” were given to students to enhance their English speaking abilities. According to the theory and practice of the Communicative Approach to ELT/ELL, students are encouraged to use English during discussions. Since they were only Form 1/Secondary 1 students, it was quite difficult for them to do so. However, with the help of teachers as facilitators, most of the students were able to use roughly 70% English during the camp, which was already a great success for Chinese-medium school students.

By participating in the Bilingual Camp, students got out of the close, four-walled classrooms while applied English in real-life. The flexible and interesting activities providing in the camp created opportunities and authentic/perfect environment for students to use English and enhanced their learning effectiveness. Students could express their opinions and ideas in a relaxing way, thus boosting their confidence in speaking English and improving their English proficiency. Furthermore, students voluntarily participated in the activities willingly and naturally applied the knowledge they had learnt.

Teaching experience from the Oral class

It is a precious and great learning experience for all of us who are going to be teachers in the future. By teaching in the Oral class, we immerse in the real classroom situation which helps improve our classroom management and also get to understand what secondary students demand from teachers. Moreover, we learnt that students are with different needs and abilities. Also, teachers’ encouragement and support for students are important. At last, communicative activities are good to arouse students’ interest in learning English.

Firstly, considering students as an individual learner, teachers have to pay attention to different needs and abilities of each student. Teachers should spend time talking to students and helping them with their problems in learning so as to help them improve English proficiency according to their specific needs. On the other hand, not only improve the problems that they have in learning English, teachers can also help students find out their strength in English and guide them to advance their strength.

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Secondly, encouragement and support from teacher can help to motivate students in learning English. It is normal to see that students keep silent in the first few lessons.
We may misunderstand that their English is poor or they are lack of motivation. However, it is because they are too shy to speak out in front of a group of new classmates. Therefore, it is important for us to help them build up their confidence of speaking English. To establish their confidence, we need to encourage students even when they make mistakes or they feel frustrated. It is obvious that a close rapport between teacher and students is needed. Under the warm learning rapport, students will be more willingly to speak English and they will ask questions and try to answer questions without worrying whether they may make mistakes or not. Also, various and adequate speaking opportunities such as group discussions, presentations, interviews with small group, story-telling should be provided to students all the time.

Thirdly, aiming at arousing students’ interests in learning English, we designed various activities in the class and the Bilingual camp which help students to actively participate in English speaking and learning. Though we provide students with interesting activities, it is important for us to give them examples before the activities. Therefore, we arrange the first lesson for lecturing and the second lesson for playing practical games. Students enjoy speaking English in the activities as we have prepared them the ability to talk in the first lesson. It is important to take care of both the teaching and learning without focusing mainly on the fun of the activities. Unlike exercises, communicative activities can engage students in real-life practice rather than drill practice. They can move around or outside the classroom. Also, there are no model answers so that students can really apply what they have learnt during those activities. Not filling in the blanks or memorizing the answers or texts, students solve problems or use their practical English knowledge with their creativity, imagination in the Oral class.

Not only the students are learning English in the Oral class, but also we are learning how to improve our teaching skills. Through experiencing the real classroom teaching, interacting with students and practicing the theories we have learnt in our class, we become more experienced and confident in being good teachers.

Acknowledgment
It is a great opportunity to express our gratitude to the Macao Daily News Readers Charity Fund for running this English class, which has started many a youngster on the way to success in learning English. At the
same time, while sharing our joys and sense of satisfaction and success, we do not think we can ever forget our teacher, Prof. Sylvia Ieong, FED, UM. During the past four years, she has been giving whole-hearted and consistent support to the English class run by the Macao Daily News Readers Fund and us, the students of Faculty of Education. Indeed, it was Prof. Ieong who recommended us to teach this class, and has inspired us with confidence and courage ever since. We would like to take this opportunity to thank her for introducing us to teach in this interesting class and preparing us for the future. We shall carry on our teaching ideals by using what we have learnt at the Faculty of Education, the University of Macau.

FED “Welcoming Camp”

On 18 and 19 September, FED “Welcoming Camp” was held in Zhongshan Hot Spring. This activity was organized by FEDSA, and co-sponsored by UMSU and the Education and Youth Affairs Bureau (DSEJ). It aimed to enable FED freshmen to get along with each other as soon as possible, enhance their interactions, and add a new chapter to their college life.

FED Welcoming Camp participants included 27 freshmen and 6 FEDSA members: Raven Mou, Eva Ng, Bao Kot, Edmond Leong, Star Wu and Flower Ma. The freshmen were divided into 3 groups, namely “first smart group”, “second (ya) group” and “excellent group”.
This event consisted of five interactive games: “How are you”, “Rely on friends”, “Banners”, “ED Big TV” and “ED ball-spoon”. The organizers hoped that these carefully selected games would enable the freshmen to express themselves effectively, communicate with each other smoothly, get a deeper understanding and promote teamwork step by step. Finally the “first smart group” became the winner.

Just as the freshmen had their happy hour, the organizing team also gained touching moments. Raven Mou, the chief organizer, said that the students became very motivated to design posters during the “Banners” part. It was a gratifying experience, especially when they felt the kind of cohesion demonstrated by unity. Raven hoped that through this activity, students would enhance their understanding of and sense of belonging to FEDSA and then help new students selflessly with the same care and consideration in the near future.

Discussion on “Formal Education Curriculum Framework (Consultative Draft)”

In order to actively respond to and participate in the educational reform of Macao, Educational Research Center organized a discussion on “formal education curriculum framework (consultative draft)” amongst graduate students at 15:00 on 4 October.
The discussion was chaired by Wang Fengying and Wu Juan. Center members expressed their views on the curriculum framework. There were heated discussions on “the advantages and disadvantages of extending school days while reducing class hours per week”, “education transition”, “how to balance the educational standardization and school autonomy”, “what is a integrated education”, etc.

Finally, Director of Educational Research Centre Prof. Vong Sou Kuan made a brief summary and clarified a number of education issues. By participating in this discussion, center members had a better understanding of the curriculum framework, further reflected and made some comments on the curriculum framework.

During 17-19 September, FED Dr. HO King Yan and master student Dong Xiaoxi attended the 2nd World Scientific Congress of Combat Sports and Martial Arts at University of Rzeszow, Poland. The congress was jointly sponsored by the Embassy of Japan in Poland and the International Martial Arts and Combat Sports Scientific Society (IMACSSS).
Dr. HO King Yan and Dong Xiaoxi presented their paper, entitled “Modernization and the development of martial arts in China” in this congress. In the paper, they discussed the history and development of martial arts in China, and illustrated the differences and similarities of traditional, sport and leisure martial arts from the perspectives of arrangement principals, technical skills, characteristics, purpose, time and venue, as well as participants.

By participating in this congress, master student Dong Xiaoxi said that he had benefited from three aspects: “absorption”, “dissemination” and “exchange”. First, listening to papers on martial arts in different countries, he learned the development of martial arts worldwide, and “absorbed” the same-field knowledge from different backgrounds. Second, by presenting his paper, he introduced modern Chinese martial arts to the world, so as to “spread” new developments of Chinese martial arts. Finally, by “exchanging” with the scholars, he also broadened his field of study and developed new ideas.

Seminar on “On Klein’s ‘Double Discontinuity’: University Lecture Hall and School Classroom”

“How to teach mathematics in primary and secondary schools using university knowledge?” Each teacher will have his or her own ideas and answers. On 25 September, a seminar “On Klein’s ‘Double Discontinuity’: University Lecture Hall and School Classroom”, organized by the Faculty of Education and chaired by Dr. Sun Xuhua (FED), was held in Luso-Chinese Building Room L105. We feel honored to have with us Prof. Siu Man Keung, former head of Department of Mathematics, University of Hong Kong.

Before the seminar began, Interim Associate Dean, Prof. IEONG Sao Leng presented the souvenir to Prof. Siu Man Keung. After a welcome speech and introduction by Dr. Sun Xuhua, Prof. Siu Man Keung started his presentation.
The seminar aimed to explain Klein’s “double discontinuity” and how to teach mathematics in primary and secondary schools using university knowledge. Prof. Siu Man Keung held the opinion that the teacher must guide students to rediscover mathematical results by themselves. In this rediscovery process, learners describe, collect and explain their experience via mathematical methodology and thought. And this activity is called “mathematization”. During his speech, Dr. Siu helped the teachers to be aware of the importance of instructing students’ new knowledge with their already acquired knowledge, using the Pythagorean Theorem and the Ratio Theory.

The seminar ended with interactions between Prof. Siu and the audience successfully, bringing about new understandings on how to teach primary and secondary mathematics with college knowledge.

In Q&A section, Prof. Siu Man Keung answered questions on interests in mathematics learning, transfer of university content knowledge to practical teaching in schools, as well as questions during different learning stages. Professor Siu also pointed out that it is essential for primary and secondary school mathematics teachers to do their own classroom research. Since
Lunch Seminar Series I:

Who are the College Students?

Talk on University Education and University Life

On 8 October, organized by the Faculty of Education, “Lunch Seminar Series I: Who are the College Students? Talk on University Education and University Life” was successfully held in J413. Dr. Ng Mei Lin of the Chinese University of Hong Kong was invited to be the speaker (of the seminar), and Dr. Vong Sou Kuan, Director of the Educational Research Centre, chaired the seminar.

Dr. Ng Mei Lin first demonstrated the implication of “college students”, hoping that the participating students could take themselves as “adults” and cherish the irreversible four years of college life. She focused on the opportunities that studying in college would bring to the students, namely, the chances for self-independence development.

The students need to understand some truths, for example, the purpose of pursuit for truth is to inspire, studies are not limited to the classrooms, exploring self potentials from different perspectives, etc. Quoting from English and classical Chinese wisdom...
sayings, Dr. Ng concluded that, through studying in the college, students learn that the most important goal is to master the “truth of adulthood”, that is to say, differentiating right from wrong, weighing the degrees of severity and deciding whether to advance or to retreat. She hoped that students can build self-confidence, take advantage of university life and strengthen their own attainments on study, socialization and ideology, and ultimately find their own “path of learning”.

In the end, Dr. Vong Sou Kuan concluded that the purpose of lunch seminars was to raise questions to provoke further thinking of college students so as to help them locate their goals rather than just imparting knowledge.

“Ox warehouse” was a place rich in culture, permeated with the atmosphere of creativity around. The “Ox Warehouse” art space was open to local artists and art associations for collaborative projects, making the venue an experimental platform for Macao’s artistic creation. On 14 October, FED students in Pre-primary Education Programme and Primary Education Programme had a “breaking fresh ground” visual art class with Dr. LO Yuen-Yi.

FED students visited the “Ox Warehouse” accompanied by Miss Lin Yuee, who was in charge of the place, and watched a cartoon...
performance put up by school children. While watching the cartoon, Miss Lin Yuee, Dr. LO Yuen-Yi and FED students had an in-depth discussion. Dr. LO Yuen-Yi concluded that students do more thinking when they are learning, when they are not afraid of failure, and when their creativity is stimulated. Miss Lin Yuee invited students to a handmade cartoon after the discussion. The students also produced a beautiful cartoon. This visit was concluded by the students showing a small colorful cartoon.

Moving the classroom into the “Ox Warehouse” helped to stimulate students’ creativity, imagination and inspiration. Many students said they liked the teaching methods, and learned a lot of knowledge. It is believed that by turning knowledge into practice and experiencing art, students had a deeper understanding of artistic creation, which was perhaps the charm of visual art class in Ox Warehouse.

Education Database:
the Power of Assessment

“What is the importance of education database?” It is a bit hard to answer this question in a few words. On 5 October, “Macao Tertiary Education Database Training Workshop 2010”, co-organized by the Tertiary Education Services Office and the Faculty of Education, was held in Silver Jubilee Building, Room JM21. We felt honored to have with us Prof. Lin Sieh-Hwa, the Department of Education Psychology and Counseling, National Taiwan Normal University.

Before the seminar began, Director of Educational Research Centre Prof. Vong Sou Kuan introduced the situation of the Macau education database and expressed her warm welcome to Prof. Lin Sieh-Hwa.
After recalled his research experience, Prof. Lin Sieh-Hwa delivered his speech on “the evaluation of education database functions”, aiming to explain these three issues: educational implications of the database, database application examples, and the practical use of the Macau higher education database. Prof. Lin talked vividly and humorously, arousing very warm and enthusiastic response from the audience. Participants believed that the knowledge taught in this seminar was very practical and useful.

Finally, Dr. Sze Tat Ming, Director of Centre of Educational Research on Well-Rounded Growth and Development, made a summary of the event and thanked Prof. Lin Sieh-Hwa for giving such a wonderful seminar.

Prof. LEUNG Shing On was invited to give two talks in Huazhong Normal University

On 14 and 15 October, Prof. LEUNG Shing On was invited to give two lectures in Huazhong Normal University.

On 14 October, Prof. LEUNG Shing On gave one seminar at the Faculty of Psychology, on “Construction of Likert scale”. In this seminar, Prof. LEUNG demonstrated the nature of Likert scale, including measuring attitudes, reviewing literature, item writing, Likert scale, “neutral” vs. “don’t know”, neutral point vs. forced choice, number of options, numerical scores and normality.
On 15 October, Prof. LEUNG gave a speech on “Goodness-of-fit test for sparse $2^p$ tables in educational testing”. Prof. LEUNG mainly focused on the following aspects: data, model, classical statistical approach, traditional chi-square, limited information Y, parametric bootstrapping and Bayesian MCMC.

In order to give some advice to the students about further studies, Prof. LEUNG also talked about his opinions on pursuit of doctorate degree. “The meaning of a Ph.D.”, he pointed that, is always pursuing the truth and making contribution to human knowledge on the basis of evidence and strict principles.

Prof. IEONG Sao Leng was invited to deliver a keynote paper at the Second Symposium of Guangdong Institute of Foreign Literature.

On 13 October, the Second Symposium of Guangdong Institute of Foreign Literature was held successfully in Guangzhou University. This symposium was co-organized by Guangdong Institute of Foreign Literature and the Guangzhou University. Invited guest speakers included:

Prof. IEONG Sao Leng, the Interim Associate Dean of the Faculty of Education, the University of Macau, Prof. Daniel Albright, Harvard University, Dr. Shen Jie, Guangdong University of Business Studies.
and Prof. Ou Hong, President of Guangdong Institute of Foreign Literature. And representatives from Guangdong Institute of Foreign Literature, teachers and students from Sun Yat-Sen University, Jinan University and Guangzhou University participated in this symposium.

First of all, Prof. Li Zhimin declared the start of the symposium. Then, the leaders of Guangzhou University and the College of Foreign Languages made warm welcome remarks. After that, Prof. Ou Hong, President of Guangdong Institute of Foreign Literature, made an opening speech. In the warm applause of the students, the keynote speakers delivered their speeches.

Prof. IEONG Sao Leng, the Interim Associate Dean of the Faculty of Education, the University of Macau, presented her paper “Collaboration in Translation and Ezra Pond’s Cathay”. During her speech, Prof. Ieong emphasized the importance of “collaboration” in translation, illuminated concrete collaborative models by adopting translators’ cooperative efforts in China and the West, and in the end, she expressed her wish for more vast and profound international exchanges.

The other scholars also brought to the audience their marvelous speeches. Prof. Daniel Albright, Harvard University, talked about “Pound and Surrealism” and Dr Shen Jie, Guangdong University of Business Studies, delivered her speech on “The Truth beneath the Persona: a Study of Pound’s Personae of Ezra Pound”. Prof. Ou Hong then commented on the speeches, saying that they were thought-provoking and inspiring.

During the Q&A section, the students actively raised their questions, concentrating on the topics of Pound, Surrealism, translation, and so on. In the very end, participating teachers and students took a group picture.