Delegation of The National People's Congress
Hong Kong and Macao Special Administrative Region Basic Law Committee Office visits FED

2016/2017 Faculty of Education
Graduation Dinner

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FED NEWSLETTER

OBJECTIVES
To disseminate educational ideals and report on faculty 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.

EDITORIAL BOARD

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Sylvia S.L.Ieong</td>
<td><a href="mailto:SLIeong@umac.mo">SLIeong@umac.mo</a></td>
</tr>
<tr>
<td>Rebecca Wu</td>
<td><a href="mailto:MB54126@umac.mo">MB54126@umac.mo</a></td>
</tr>
<tr>
<td>Phone</td>
<td>88224144</td>
</tr>
<tr>
<td>Address</td>
<td>E33-3030</td>
</tr>
</tbody>
</table>
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Ms. Hoi introduced her study about the relationship between teaching behavioral regulations and teacher efficacy. She used structural equation modeling and set teacher efficacy as the endogenous variable of four teaching behavioral regulations, namely, the intrinsic, identified, introjected and external regulations. Totally 105 university teachers from Macao and 186 primary school teachers from Mainland China joined her survey. With the data support, she found that the relationship between identity regulation and teacher efficacy was the strongest, as compared to other three regulations. The Macao teacher group and mainland teacher group both shared and varied to some degree. For example, the two studies proved the hypothesis that there was a hierarchical order among the four regulations. However, the two groups differed in the relationship between introjected, external regulations and teaching efficacy.

The next presenter, Ms. Wen, brought the audience back to ancient China. She listed some significant figures of the Legalist School and gave a detailed introduction to three of them: Shang Yang, Li Si and Han Fei Zi. Ms. Wen indicated the impacts of their thoughts on educational and social system, “Sovereigns tried to keep people foolish by making them learn nothing but laws; General officers made sure they understand the laws so that they could educate the plebeians about what to do or not do; Legalist School assisted the sovereign to unify China, which demonstrated that the prototype of modern totalitarian state began since then and lasted for more than 2000 years.”

The audience were interested in the speech and asked some questions.

Prof. Timothy TEO (Associate Dean of FED): Which aspect of Legalist School does still exist in the modern society? Could you give some examples?

Ms. Rujia WEN (Doctor Student of FED): Nowadays our country still practices the principle of “rule by law”. Even though the law is different, the thought is quite similar, both trying to rule the country according to the law.
On 13 May 2017, a delegation of Hong Kong Kowloon City District Primary School Heads Association (KCDPSHA) visited the Faculty of Education, University of Macau. Professor Chun Wai CHENG, Associate Dean of FED, and Professor Ping Man WONG from FED prepared a variety of activities for the delegates, including a welcome meeting, sharing session and campus tour.

The welcome meeting was held at 10:00 am. Prof. Wong delivered a welcome speech and the delegates of KCDPSHA presented the Certificate of Appreciation and souvenirs to extend their gratitude to FED, Prof. Wong and Prof. Cheng.

Prof. Cheng started the sharing session, and gave a full picture of the Faculty of Education. He talked about the vision and missions of FED, and emphasized the curriculums and teaching of FED, such as the programmes, teaching practice courses and overseas exchanges. Prof. Cheng added, “FED graduates enjoy good employment and career prospects, as well as professional development both in and outside Macao.” During the presentation, Prof. Cheng used vivid photos and diagrams to display the daily teaching activities and learning life of FED. Later, Prof. Wong briefed on the historical and contemporary situation of non-tertiary education in Macao. Macao is a tiny place, with developed economy, open society and higher degree of internationalization; After Macao’s return, the SAR government attached great importance to the role of education in social development. To sum, pluralistic system of non-tertiary education is the key to the future development of Macao.

After the sharing session, FED student representatives showed the delegates around the FED and UM campus.
2017 Series 4 (Number 16): “Pragmatic Strategies in Chinese Professionals’ Emails When Using English as Lingua Franca Communication”

In the research, Prof. Ren collected 89 emails from 15 Chinese-English bilingual professionals in China, in order to figure out the strategies employed by them to solve and avoid problems of understanding while writing emails in ELF communications. The data collection method was Discourse Completion Tests/Tasks (DCT), which he illustrated with several vivid examples. Referring to the results, Prof. Ren said, “There was little evidence of non-understanding among the informants and only a few misunderstandings occurred in making sense of the sentence.” He revealed the various strategies the Chinese bilingual professionals mastered to facilitate understanding and ensure communicative effectiveness by concrete examples, such as correcting, checking, innovative enquiring, etc. Prof. Ren discussed the implications and caveats of the study, and he further emphasized that the pragmatic strategies pointed to some key features in lingua franca communication may not be specific to EFL but may exist more generally in communications when other languages were treated as lingua franca.
Mr. Fulton illustrated the problems of technology integration in teaching, “The widespread availability of handheld computers has the potential to both benefit and hinder educators in schools, and a revised notion of a digital divide suggests that young people can learn to use mobile devices in ways that lead to academic success while others may become less successful or distracted because of the influence of such technologies.” Having found the problem, he conducted a research, aiming at reveal how teachers’ beliefs about effective learning related to any perceived benefits and actual applications of educational technology in teaching and learning activities. Mr. Fulton collected the data from five teachers respectively in Macao and Hong Kong. He used qualitative method, which, as he believed, provided an improved understanding of complex processes. Mr. Fulton summed up the prominent beliefs, including “Technology makes learning fun.”, “Students are out of control when using technology.” and “Students find technology novel.” He believed that school teachers played an important role in developing young learners’ capability to use handheld computers for educational purposes.

Ms. Yang introduced two beliefs about instructional support—the teacher-centered beliefs that directly transformed the knowledge in a traditional and authoritarian way and the child-centered beliefs that constructed the knowledge in a progressive and democratic way. She gave some details about her two-phase research. The quantitative study purported to identify the potential patterns of associations between 164 teachers’ instructional support quality and beliefs about children by using the person-centered latent profile analysis. From the study, she revealed three distinct profiles of varying instructional support quality but similar child-centered beliefs. Based on the quantitative results, the follow-up qualitative phase selected a total of 24 teachers from the three profiles to collect data. The results implied that, 1) Teachers’ perceptions about children’s learning shaped their focus in teaching; 2) Teachers’ intentionality in teaching affected their teaching effectiveness; 3) Teachers’ motivations for teaching determined how they deal with challenges in teaching.
2017 Series 4(Number 18): “Enhancing the quality of learning and teaching in Chinese higher education institutions: Insights from research on student engagement and course experience”, was held on 23 May. Professor Hongbiao YIN, an associate professor in the Department of Curriculum and Instruction and the Associate Director of the Centre for University and School Partnership from the Chinese University of Hong Kong, was invited to be the speakers.

Prof. Yin started his speech with an anecdote of one of his students. With the slogan of “the strategy of invigorating China through the development of science and education” and “construction of the first-class university”, the quality of learning and teaching in Chinese higher education institutions became a topic which has generated heated debate in recent years. Given that there has been a remarkable paucity of empirical research into this issue, Prof. Yin’s project attempted to address this issue by bridging two current lines of research on the quality of undergraduate education, i.e., student engagement and course experience. The finding showed that most of the Chinese undergraduates was the motivated but low-engaged learners who wanna to do but can’t” or “don’t know how”; Meanwhile, the university teaching in China has long been characterized by its teacher-centeredness and traditional pedagogy.

At the end of the speech, Prof. Yin suggested, “We should cultivate students’ persistence, self-confidence, and provide training in self-regulated learning strategies to enhance the quality of learning and teaching in Chinese higher education institution.”
Delegation of Central China Normal University Visits FED

On 23 May 2017, the delegation of Central China Normal University visited the Faculty of Education, University of Macau. Prof. Xitao FAN, Dean of FED, and Prof. Jianxia DU, Director of Centre for Information and Communication Technology in Education, Prof. Chunlian JIANG, Director of Programme Coordinator of Teaching Practice, Prof. Mingming ZHOU, Director of Educational Research Centre and Prof. Chun Wai FAN and Prof. Zihao LI from FED warmly welcomed the delegation.

The Sharing Session was held at 10:30 am. On the Welcome Meeting, Prof. Zaoqing HONG the Dean of the School of Teacher Education introduced the teacher education system of Central China Normal University and the available services it presented. The system included 3 departments named the School of Teacher Education, College Teacher Center and School of Education, which were responsible for on-the-job primary and secondary school teachers’ training and management, training and evaluation of college teachers and development of normal students respectively. Prof. Fan introduced the FED briefly and summarized the differences between the education systems of two universities. He added, “According to different requirements of school teachers’ development between Macao and Mainland China, FED is mainly undertaking the task of developing college students and on-the-job teachers; While another department Center for Teaching and Learning Enhancement is in charge of training college teachers.” Based on the previous sharing, the further discussion focused on the support system and strategies for young teachers’ development, the achievement and experience of digital teaching, as well as the establishment and applications of informationized teaching platform.

The Sharing Session ended in a joyful atmosphere. Professors from both universities presented the souvenirs to extend their gratitude to each other and took pictures together.
Seminar on “The Requirement and Implementation of Basic Academic Attainments in Mathematics for Macau High Schools”

The seminar on “The Requirement and Implementation of Basic Academic Attainments in Mathematics for Macau High Schools” was held on 9 June at Tin Ka Ping Lecture Hall. Prof. Jingbin ZHANG from the Capital Normal University was invited to be the speaker. Prof. Chunlian JIANG from the Faculty of Education chaired the lecture.

Prof. Zhang interpreted the Requirement and Implementation of Basic Academic Attainments in Mathematics for Macao High Schools (Hereafter called “The Requirement”) from four parts: the introduction, the comparison and analysis, the instructional design and the requirements for teachers. “Macao’s education is a special and pluralistic system in that the difference of school leadership leads to different curriculum, so that the choice of textbooks is more flexible and freer.” said Prof. Zhang. Therefore, it’s necessary to work out the Requirement and Implementation of Basic Academic Attainments in Mathematics for Macau High Schools to specify the teaching program, especially in Macao case that the teaching materials played an important role in high school mathematics education. What’s more, Prof. Zhang added: “Throughout the world, the attention to the organic combination of mathematics courses and information technology has become a trend; At the same time, the attention to the various sections of mathematics curriculum convergence and penetration has become the key point of the curriculum.” After analyzing the main changes in the Requirement and Implementation of Basic Academic Attainments in Mathematics for Macau High Schools, Prof. Zhang explained the application through practical teaching in Macao. She suggested that teachers should actively study, understand, and explore, in order to learn from both previous experience and contemporary practices of “The Requirement”.
Seminar on “The Requirement and Implementation of Basic Academic Attainments in Mathematics for Macau Secondary Schools”

Seminar on “The Requirement and Implementation of Basic Academic Attainments in Mathematics for Macau Secondary Schools” was held on 10 June at Tin Ka Ping Lecture Hall. Prof. Chunxia QI from Beijing Normal University was invited to be the speaker. Prof. Chunlian JIANG from the Faculty of Education chaired the lecture.

Prof. Qi proposed two questions “What kind of math literacy should junior secondary students have in Macao?” and “How do we realize it in academic attainment requirements? What are the strategies?” In order to answer these two questions, Prof. Qi explained about The Requirement and Implementation of Basic Academic Attainments in Mathematics for Macau Secondary Schools (Hereafter called “The Requirement”) from four aspects: the development, the aim, the content and the implementation strategies. After a brief introduction to the process of compilation, she elaborated on the basic requirements for the secondary students, “Mathematics teaching in secondary schools should seek various intuitive activities to develop students’ critical thinking ability; When organizing activities, teachers should put more emphasize on observation and guidance of students so that they can explore and express their thoughts, hence acquire the abilities of reasoning, Computing, Space imagination, Problem solving and other mathematical skills.”

Prof. Qi made four suggestions on the practice application of “The Requirement”: First, as teachers, you need to design rich teaching activities to help students understand the abstract concept in mathematics; Second, teachers should pay attention to the teaching of core concepts in mathematics, and concern about the cultivation of the core quality of students. Third, the math instructions associating Macao characteristics should be promoted. Fourth, teachers should lay emphasis on students’ math emotional education to avoid their anxiety about mathematics.
Delegation of The National People's Congress Hong Kong and Macao Special Administrative Region Basic Law Committee Office visits FED

The delegation of The National People's Congress Hong Kong and Macao Special Administrative Region Basic Law Committee Office visited FED on 15 June, with its office head Mr. Zhaoye YANG, its deputy director Mr. Junrong ZENG and the clerk Mr. Jun WU as representatives. The Faculty of Education arranged a welcome meeting for the delegation and invited Prof. Chun Wai CHENG, Associate Dean of FED, Prof. Biying HU, Director of Centre for Early Childhood Education and Child Development, Prof. Tien Ping HSIANG, Programme coordinator of Bachelor of Education Programme (Primary Education), Prof. Zhisheng WANG, Programme coordinator of Bachelor of Education Programme (Chinese), Prof. Juan ZHANG, Programme coordinator of Bachelor of Education Programme (Pre-Primary Education) to join the meeting. Ms. Qi WANG, Director (mainland China affairs) of UM Global Affairs Office also attended the meeting.

The meeting mainly discussed about three issues: national condition education, the promotion of Putonghua, and Macao school structure. Mr. Yang concerned about the national condition education of Macao students, hoping that they can have a basic understanding of national condition and policies such as The Belt The Road, Guangdong-Hong Kong-Macao Big Bay Area through the relevant programs arranged by schools. To respond, Prof. Cheng said, “UM offered selective courses on this subject; In addition, our teachers will explain in detail if the course content involved national condition; The non-tertiary schools opened class called ‘Moral and Civic Education’ to help students know the past and present of China, besides, they often organize patriotic education activities after school.”

Putonghua promotion was another issue of the delegation’s concern. Prof. Cheng indicated that, although many institutions in Macao didn’t use Putonghua as medium of instruction (MOI), many students were able to speak Putonghua. Mr. Yang expected that FED and other social organizations can encourage teachers to obtain Putonghua Proficiency Test Certificate. Ms. Wang replied, “We’re now working with other faculties to co-build a center for Putonghua assessment, and to prepare, we plan to contact experts from Beijing Language and Culture University to come here as evaluators.” Other professors thought that students were reluctant to learn standard Putonghua because it can’t bring advantages to them.

Prof. Cheng introduced Macao school structure. Non-tertiary schools had two streams—private school and public school. All enrolled students will get the subsidy from government guaranteed by the policy “Fifteen-year Free Education”. Private schools were often established by some associations, and their members usually had more power over the management of schools than the government. They enjoyed higher reputation. While public school occupied more public resources but maintained a lower enrollment and student quality over the years.

The meeting ended in hot discussion. With this opportunity, The National People's Congress Hong Kong and Macao Special Administrative Region Basic Law Committee gained a deeper understanding of Macao education.
The delegation of Fu Jen Catholic University (FJU) visited the Faculty of Education, University of Macau at 9:00 am on 15 July 2017. Prof. Naihua LIU of FED warmly welcomed Prof. Yiliang Ke from Department of Child and Family Studies of FJU together with 23 graduate and undergraduate students of Agape Life Education Volunteer Team.

Prof. Liu began the sharing session with a speech to welcome the guests. He briefly introduced University of Macau and FED. Prof. Ke then introduced the establishment, purpose, service achievements and prospects of Agape Life Education Volunteer Team. The team leader Mr. Changheng WENG shared the photos of social services which deeply educated all the participants and benefited a lot of children in Macao with the help of Macao Anglican Taipa Youth and Family Integrated Service Center.

Mr. Weng shared the self-transformation during the social services. Prof. Ke and Prof. Liu kindly responded the questions from enthusiastic students at the end of the sharing session.

The sharing session ended in a joyful atmosphere. Prof. Ke hopes that there will have more interactive, mutual visits and more assistance activities on the life education in Taiwan and Macao, so that this meaningful spiritual project can benefit more students.

The delegation visited the University of Macau campus and Wu Yee Sun Library with Prof. Liu's guide. Everyone of the delegation expressed their envy and longing to study in such a beautiful campus.
2016/2017 Faculty of Education Graduation Dinner

“2016/2017 Faculty of Education Graduation Dinner”, hosted by Faculty of Education (FED) and Faculty of Education Student Association (FEDSA), was successfully held at Crowne Plaza Macau on Friday 19 May 2017. FED graduates, faculty staff and guests participated in this event, including Mr. Paul PANG, Dean of Students and Prof. Pak Kin WONG, Associate Dean of Faculty of Science and Technology.

As a start, Prof Zihao LI, Awardee of FED Teaching Award 2016/2017, shared with the participants some of his students' videos. For the performance, we had the dance show by Mix Dancing Group, martial arts performance by two FED students, Chan Pong NG and Pui Cheng WAI (Awardee of Best UM Sports Team Athlete 2016/2017), singing by Shuoying CAI and Zijie ZHEN from FBA. There were also games and lucky draws that added happiness and laughter to the event. Towards the end, all FED graduates sang a song to thank for their teachers' guidance, which drew the Graduation Dinner to a warm and perfect end.
Singing Performance by Shuoying CAI and Zijie ZHEN →

→ Dancing Performance by Mix

↓ Tai Chi Sword Performance by Chan Pong Ng, year-2 student of Chinese Education Programme in FED

↑ Shequan (Snake Fist) Performance by Pui Cheng Wai, Awardee of Best UM Sports Team Athlete 2016/2017, year-2 student of Chinese Education Programme in FED

Singing Performance by Shuoying CAI and Zijie ZHEN →

Games and Lucky Draws
FED Newsletter

Singing Performance by FED Primary Education Graduates

Singing Performance by all FED graduates

Group Photos