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.

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Contents

Staff Activities
1. A Room – A Drawing Installation and Beyond, by LO Yuen-yi  1
2. Prof. Vong Sou Kuan and Dr. Kong Zhao Wei were Invited to Participate in the 15th Education Conference across the Straits, Hong Kong and Macao  2
3. Press Conference on The Study of Human Trafficking in Macau  2

Student Activities
4. Study Tour to YungWing (Rong Hong) School in Zhuhai  3
5. Study Tour to Xiangzhou No.7 Primary School in Zhuhai  4
6. FED Lunch Seminar Series: “The Value of University Education”  4

Exchange Activities
8. Interview on Macau Teacher Education  6
10. FED Seminar on “Globalization, Internationalization, and Multinationalization in Higher Education”  8
11. FED Seminar on “Inquiry-based Mathematics Instruction: Theoretical Promises & Effective Strategies”  8
12. FED Seminar on “Inclusive Education: Its Development and Implementation”  9
13. FED Seminar on “Positive Behavior Support”  10

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A Room – A Drawing Installation and Beyond, by LO Yuen-yi

On 24 September – 30 October, presented by Ox Warehouse, the “A Room – A Drawing Installation and Beyond, by LO Yuen-yi” exhibition was held in Ox Warehouse. Ms. Rosanna Li, a HK ceramicist and design educator, was invited to have a dialogue with Dr. Lo Yuen-yi right after the opening ceremony. Mr. Lam Kam Seng, Vice-President of Executive Committee, Foundation of Macau and Mr. Choi Chi Hong, Head of Department of Cultural Activities and Recreation, Civic and Municipal Affairs Bureau, attended the opening ceremony.

Dr. Lo Yuen-yi is an artist, writer and lecturer, who is currently teaching visual arts in the Faculty of Education, University of Macau. Her exhibitions include Traces of Drawing, an Installation and Beyond at Bamboo Curtain Studio, Taipei (2011); The Legend, Sealed and Unsealed (2003-2004), a solo exhibition showcasing in four venues in Hong Kong; a group show Ten Thousand Li: Chinese Infusion in Contemporary British Culture (2000-2002), the first British Chinese exhibiting tour in the UK. She was invited to the Big Draw Campaign in Victoria & Albert Museum, London in 2002. Her research work on Nushu, women’s script, a matriarchal script was published in A Journal of Nushu, Women’s Script (Hong Kong: Association for the Advancement of Feminism, 2003, edition in Chinese). The upcoming publication Drawing the Writing is a compilation of her discourse on art and culture (Hong Kong: Kubrick, 2011, edition in Chinese).

The theme of this exhibition was “A Room – A Drawing Installation and Beyond, by LO Yuen-yi”. Focusing on the theme, the artist Dr. Lo Yuen-yi said, drawing had been central core in her creative work. She had
been working with graphite on paper and fabrics, simple tools as proceeded in both Eastern and Western drawing traditions. By appropriating some gender stereotyped Chinese characters that had the female ideograph, she had been attempting to break away from the coded registrations of language. While her drawing was an exploration for new and multiple meanings, her encounter with the writing script Nushu had shed light into the disciplines of her practice. Nushu, women’s script, was believed to be created and practiced by the women in Shangjiangxu Township, Jiangyong County, Hunan Province, China for some hundred years. The exclusive use of the script among women for generations well indicated that though not being able to receiving education, some women had been able to create their own means of communication to express their own desires through storytelling, orally in chants, in embroidery work, and in written form. In so doing they transformed their spaces within a culture that allowed them limited access, defining for themselves an identity which was forgotten in History. With the insight of Nushu, she explored to manifest in a mundane, meticulous and repetitive manner. The performative practice in a room displayed her recent work in various featured spots, making dialogues with the space and suggesting possible transpositions of boundary.

The participants agreed that this was an unprecedented, highly successful exhibition for domestic and foreign artists as a strong art platform that provided a good opportunity for them to exchange ideas. It had a very active role to play in further promoting the Macau art.

Prof. Vong Sou Kuan and Dr. Kong Zhao Wei were invited to participate in the 15th Education Conference across the Straits, Hong Kong and Macao

On 6 — 9 October, the 15th Education Conference across the Straits, Hong Kong and Macao was successfully held in Beijing. Prof. Vong Sou Kuan and Dr. Kong Zhao Wei were invited to participate in the Conference and Dr. Kong Zhao Wei gave a keynote paper at the conference.

The Conference theme was: for all students, to promote overall development of students. During the Conference, the scholars and participants actively raised their questions, concerning on the topics of for all students, to promote overall development of students, and so on. In the end, participating teachers and scholars took a group picture.

Press Conference on The Study of Human Trafficking in Macau

A press conference on The Study of Human Trafficking in Macau was held in L105, Luso-Chinese Building, University of Macau on 17 October. Prof. Vong Sou Kuan, Director of Educational Research Centre and Dr. Sze Tat Ming, Director of Centre of Educational Research on Well-Rounded Growth and Development, attended the conference and presented the research results.
At the press conference, Prof. Vong Sou Kuan introduced *The Study of Human Trafficking in Macau: Present Situation, People’s Awareness and Combating of Human Trafficking*, which was entrusted by the “Human Trafficking Deterrent Measures Concern Committee” and the findings were released by the Faculty of Education, University of Macau.

The research project on human trafficking in Macau, entrusted by the “Human Trafficking Deterrent Measures Concern Committee” to University of Macau, was conducted by the Faculty of Education, from 1 July to 31 December 2010. It reviewed the relevant laws, policies, the status quo and the development of their implementation. The project also investigated Macau people’s perception, attitudes and responses to the issue of human trafficking, and the data collected helped in providing targeted improvement schemes.

At the end of the conference, Prof. Vong Sou Kuan and Dr. Sze Tat Ming answered questions from the audience on human trafficking problems in Macau.

Study Tour to YungWing (Rong Hong) School in Zhuhai

On 21 September, FED Year-3 students in Primary Education, led by Dr. Hsiang Tien Ping and Dr. Wang Zhi Sheng, went on a study tour in Zhuhai. They visited the YungWing (Rong Hong) School and exchanged ideas with the school teachers.

For a teacher, not only is abundant academic knowledge needed, but also practical experience in education. Through visit the YungWing (Rong Hong) School in Zhuhai, FED students acquainted themselves with the operation models of Zhuhai schools and reflected on education.

The tour aims to enable students to better understand school teaching and environmental design. The students were shown around the YungWing (Rong Hong) School and had a classroom observation afterwards. All participants said that by visiting the school, they got to know the school teaching and thus had a better understanding of the development of the YungWing (Rong Hong) School in Zhuhai.
Study Tour to Xiangzhou No.7 Primary School in Zhuhai

On 30 September, FED Year-3 students in Primary Education, led by Dr. Tse Kin Shing and Mr. Wong Ian Nam, went on a study tour to Xiangzhou No.7 Primary School in Zhuhai.

The tour aims to enable students to better understand school teaching and classroom learning. The students, led by Dr. Tse Kin Shing and Mr. Wong Ian Nam, were shown around the Xiangzhou No.7 Primary School in Zhuhai and had a classroom observation. Ms. Xuxin and Ms. Chenjia of Xiangzhou No.7 Primary School gave FED students two courses on mathematics separately and had an in-depth discussion after class.

Through this exchange activity, the FED students got to know the primary school teaching, and thus had a better understanding of the development of the Xiangzhou No.7 Primary School. Before leaving, Dr. Tse Kin Shing presented school representatives with souvenirs and took pictures together.

FED Lunch Seminar Series: “The Value of University Education”

On 11 October, organized by the Faculty of Education, Lunch Seminar Series: “The Value of University Education” was successfully held in L105. Dr. Ng Mei Lin of the Chinese University of Hong Kong was invited to be the key speaker of the seminar, and Prof. Vong Sou Kuan, Director of the Educational Research Centre, chaired the seminar.

Prof. Vong Sou Kuan welcomed all the students present and emphasized the importance of this lunch seminar to college students, especially freshmen, so as to help them figure out their direction of future development.
Dr. Ng Mei Lin first demonstrated the implication of “college students”. She hoped that the participating students could take themselves as “adults” and cherish the irreversible four years of college life. She asked participating students whether they have thought about the significance of being “college students” and whether they have thought about how to spend college years. Why does the word “university” have the “universe” within it? She called on college students to think carefully and seriously and not to waste the cherry blossom time.

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

Ouyang Baixiao talked about the influence of “language as a mirror” on social science. Discourse includes all formal and informal forms of verbal interactions and various forms of written texts. The task of discourse analysis is to research on writing, language in a textual medium, and conversation as social practice. We should take language and the use of language seriously and be sensitive to the construction and context feature of language. This is a big challenge and as well an inspiration from postmodernism to social science research.

FED Postgraduate Seminar Series IV “Discourse Analysis: The Function and Meaning of Language”

FED Postgraduate Seminar Series IV “Discourse Analysis: The Function and Meaning of Language”, organized by the FED Educational Research Centre, was held in L105, Luso-Chinese Building, University of Macau on 20 October. FED PhD student Ouyang Baixiao was the key speaker and PhD student Huang Hua chaired the seminar. Prof. Vong Sou Kuan, Director of Educational Research Centre and postgraduate and PhD students from FED, FBA and FSH attended the seminar.

Postgraduate and PhD students from FED, FBA and FSH listened to the report and discussed discourse analysis with Ouyang Baixiao.
At the end of the seminar, Prof. Vong Sou Kuan answered questions from the audience on research methods of social science. She recommended that research students should form reading groups and read more books on philosophy and methodology. In addition, she suggested postgraduate and PhD students should form different kinds of reading groups for better communication and discussion.

Interview on Macau Teacher Education

The Faculty of Education, University of Macau, received members of “Research on Teacher Education in Guangdong, Hong Kong and Macau” from South China Normal University (SCNU) from 20 to 22 September. The research team was led by SCNU teacher and PhD student Kang Ye Qin. Other members were SCNU postgraduate students Hong Xi Na, Wu Ting and Yuan Miao. Prof. Sylvia S. L. Ieong was interviewed by the team and Prof. Vong Sou Kuan, Director of Educational Research Centre attended the interview together with PhD students Huang Hua and Zheng Gui Qing.

First of all, Prof. Ieong answered questions from the research team on the teacher education development of Macau over the past ten years. Prof. Ieong reviewed the progress made in the professionalization of teachers before and after Macau’s return to China. Before 1999, the education qualifications required for teachers were quite low. For instance, a high school graduate excelling in math could teach high school math; a middle school graduate could teach in primary schools or kindergartens. Since 1999, teachers’ qualifications have gradually improved. For example, all teachers should be college graduates. Especially in recent years, there are about one third of the teachers in some schools have or are pursuing master degrees and more and more teachers with bachelor degree pursue in-service teacher education or training. Prof. Ieong agreed that in-service teachers studied hard and participated actively, but there was room for improvement in efficiency and effectiveness.

Prof. Ieong also introduced the FED Student Exchange Program. For example, the English Immersion/Homestay Program in New Zealand is quite a success. FED organizes about thirty students every year to study in New Zealand in summer. The program has helped students to better understand the local culture, broaden their
horizon, learn more teaching methods, as well as improve their English. The research team agreed that the exchange program was effective and worth learning.

The research team also asked about the challenges to the current Macau teacher education. Prof. Ieong pointed to the lack of innovation in teaching and student assessment. Too much emphasis on apathetic “marks” and quantifiers could dampen students’ enthusiasm for learning. Many “failures” may be produced by heartless outdated means of assessment. If students lose confidence and interest, they will lag behind others and have to repeat. The repeaters may have to be transferred to other schools and unfamiliar environment may make the situation worse and result in more failures and dropouts. As a consequence, these children are more vulnerable to bad influence and crimes, such as drug addiction. To prevent such vicious cycle, teachers should become more committed to the cause of education and love students. Prof. Ieong hoped that there would be more and more such teachers touching and moving others and more and more teachers being touched and moved.

Prof. Ieong touched on the future development of FED: teaching, research and serving the community. FED will contribute more to nurturing qualified and dedicated teachers. Prof. Vong Sou Kuan shared all these ideas. As centre director, Prof. Vong and her research team provided support and help to SCNU research team. They helped them connect and collect data. At the end of the interview, the SCNU team presented Prof. Ieong with two of their recent publications, *Education Reform in Southeast Asia and Education Reform and Development in Hong Kong, Macau and Taiwan: Similarities, Differences and Interpretations*.

**Orientation & Briefing:**

“Famous Educator Sukhomlinsky’s Philosophy of Education”

The Orientation & Briefing on “Famous Educator Sukhomlinsky’s Philosophy of Education” was held in Hou Kong Middle School from 27 to 28 September. It was organized by Macau Mathematics Education Research Association, and co-hosted by the Faculty of Education, University of Macau and Hou Kong Middle School.

Dr. Jiang Chun Lian, FED Program Coordinator of Bachelor of Education Program in Mathematics and Teaching Practice, attended the orientation. Principals of two prestigious Ukrainian middle schools, Pavlysh School in Kirov and Sukhomlinsky Experimental High School in Kyiv, were invited to introduce the implementation of Sukhomlinsky’s philosophy of education in their schools.

Pavlysh School is a school in rural area. Sukhomlinsky taught in the school from 1948 until he died in 1970. He served as a class mentor and the principal. He talked with students and recorded the students’ learning process in details. From Ms. Valentyna Derkach’s introduction, we acquainted ourselves with the archetype of Sukhomlinsky’s philosophy of education. Sukhomlinsky Experimental High School is
an urban school. The principal Vasylyna Khairulina introduced the implementation of Sukhomlinsky’s philosophy of education in schools in big cities. In her school, students from Grade One to Grade Four do not have any examinations. Students are not evaluated by scores and they benefit a lot form the school’s rich co-curricular activities.

FED Seminar on “Globalization, Internationalization, and Multinationalization in Higher Education”

On 21 October, FED Seminar on “Globalization, Internationalization, and Multinationalization in Higher Education” was held in HG02, Ho Yin Convention Centre. Prof. Philip G. Altbach, Director of the Center for International Higher Education in the Lynch School of Education at Boston College, was invited to be the key speaker. Prof. Leung Shing On chaired the seminar and Prof. Fan Xitao, Dean of FED, attended the seminar.

Higher education is affected by global trends as never before. How to define the key terms of globalization, internationalization and multinationalization is the focus of the debate. It is important to keep in mind that global academic relations contain an element of inequality as the powerful academic systems at the center have impact on peripheral universities and systems. These general themes are analyzed by discussing specific elements such as the role of English as the main language of science and scholarship, the role of international flows of students and professors, the internationalization of the curriculum, information technology, and other aspects. Multinationalization includes an analysis of branch campuses, twinning programs and related cross-border developments.

Towards the end of the seminar, Prof. Philip G. Altbach answered questions from the audience and Prof. Leung Shing On presented him with souvenirs and took pictures together.

FED Seminar on “Inquiry-based Mathematics Instruction: Theoretical Promises & Effective Strategies”

On 22 October, FED Seminar on “Inquiry-based Mathematics Instruction: Theoretical Promises & Effective Strategies” was held in HG03, Ho Yin Convention Centre. It was our honor to have invited Prof. Cai Jinfa, Department of Mathematical Sciences of the University of Delaware to be the key speaker and the seminar was chaired by Dr. Jiang Chun Lian.
Prof. Cai Jinfa first described what inquiry-based mathematics instruction would look like in classroom. Then, he provided theoretical bases about the promises of inquiry-based mathematics instruction for improving students’ learning, and shared several specific effective strategies to implement inquiry-based mathematics instruction in classroom. In presenting the specific instructional strategies, the goal would be on effectively making the promises of inquiry-based mathematics instruction a reality in classroom.

Towards the end of the seminar, Prof. Cai Jinfa answered questions from the audience and Mr. Pang Chap Chong (Paul) from Academic Affairs Office, University of Macau presented Prof. Cai Jinfa with souvenirs and took pictures together.

FED Seminar on “Inclusive Education: Its Development and Implementation”

FED Seminar on “Inclusive Education: Its Development and Implementation” was held in HG03, Ho Yin Convention Centre, University of Macau on 26 October. Prof. Martha Snell, the University of Virginia, USA, was invited to be the key speaker. Dr. Sze Tat Ming, Director of Centre of Educational Research on Well-Rounded Growth and Development chaired the seminar.

First of all, Dr. Sze Tat Ming introduced Prof. Martha Snell and welcomed all the students and teachers present. Prof. Martha Snell is an international well-known scholar and has been engaged in studies on special education for more than thirty years. She
shared with the audience the most updated information about inclusive education in the United States. Through comparative research on academic progress of students across inclusive and traditional settings, Prof. Martha Snell emphasized that inclusive education is worth the effort. When it is used properly, inclusion can improve learning and attitudes of students both with and without disabilities.

Prof. Martha Snell discussed how to implement inclusive education in regular classrooms and how to build up an inclusive education team in a regular school. She explained the key components for inclusive education in details: inclusive program model; inclusive school and classroom culture; collaborative teaming and problem solving; accommodating curricular and instructional practices; differentiating instruction and individualized adaptations; facilitation of peer supports.

Towards the end of the seminar, Prof. Martha Snell answered questions from the audience on how to take proper care of students with disabilities and how to avoid embarrassing them.

FED Seminar on “Positive Behavior Support”

FED Seminar on “Positive Behavior Support” was held in J560, Silver Jubilee Building, University of Macau on 27 October. Prof. Martha Snell, the University of Virginia, USA, was invited to be the key speaker. Dr. Sze Tat Ming, Director of Centre of Educational Research on Well-Rounded Growth and Development chaired the seminar, and Prof. Fan Xitao, Dean of FED, attended the seminar.

First of all, Dr. Sze Tat Ming thanked Prof. Martha Snell for being in UM and sharing teaching experiences with FED teachers, students and those who are interested in education. This seminar is Prof. Martha Snell’s second seminar in UM. She first explained what the “problem behavior” was and compared the traditional ways and Positive Behavior Support (PBS) in dealing with problem behavior. The traditional ways take the problem behavior as children’s fault, while Positive Behavior Support focuses on fixing problem contexts. School wide PBS should pay attention to “the three B’s”: Be respectful, Be responsible, and Be safe.

On the matter of how to deal with problem behavior, Prof. Martha Snell recommended that teachers could use the “Calm Corner” to
help students calm down and express emotions. The “Calm Corner” should be secluded but still visible to the teacher at all times. There could be a comfortable chair, a beanbag and pillows in the “Calm Corner”.

Positive Behavior Support needs a team approach, which means close cooperation among teachers, families and even a PBS couch. Prof. Martha Snell vividly explained the five steps of PBS through a case study of little Tim, who was three and half years old and had aggressive behavior to peers and staff.

Step one: Initiate procedure for considering individualized support. In the case, the staff and program coach have talked with Tim’s family and created a safety plan.

Step two: Plan and conduct Functional Behavioral Assessment (FBA) and write hypothesis. Functional Behavioral Assessment includes three parts: Antecedent-Behavior-Consequence (ABC). For instance, when Tim has not slept through the night, he is more likely to engage in problem behavior. His behavior is to obtain toys and adult attention. The consequence of his behavior is that he gets the toy and attention from adults.

Step three: Design and write a Positive Behavior Support plan. For example, the plan deals with the following questions: what can I do to prevent the behavior from occurring? How to handle the problem? How to communicate with children? What to do if the problem or expected behavior occurs?

Step four: Implement and monitor effectiveness of PBS plan. Teachers should communicate throughout day and collect data on child behavior timely.

Step five: Maintain long-term support plans, plans which deal with student’s smooth transition to another grade or school.

FED students asked Prof. Martha Snell several questions on how to solve some specific problems that they encountered in their teaching practice. Prof. Martha Snell answered their questions and encouraged them to communicate more with students, parents and other teachers as more communication could improve teaching and solving problems. In the end, Prof. Fan Xitao presented Prof. Martha Snell with souvenirs and took pictures together.


On 28 October, FED Seminar on “Early Childhood Education Using Robot: Current Progress and Prospects” was held in HG01, Ho Yin Convention Centre. Dr Sang-Rok OH, Center for R-Learning Development, Promotion & Support, Korea Institute of Science & Technology, was invited to be the key speaker. Dr. Chan Kan Kan, Director of Centre for Information & Communication Technology in Education, chaired the seminar.
“The first thing a preschool child who comes to the kindergarten at 10 AM is to approach a robot teacher for attendance check. She learns songs and dances while listening to the children’s story at free time. Also, instead of preparing teaching materials separately, the human teacher leads the class using the content stored in a robot.” This Story is not an imagination of a kindergarten class or education in the future, but the depiction of one of 1,000 kindergartens in South Korea in 2011.

Demonstration of robot hardware platforms, education software package and several video clips which are currently being utilized in kindergarten of Korea will be imported into the Robert-Leaning Education System in Korean kindergarten.

Towards the end of the seminar, Dr. Sang-Rok OH answered questions from the audience and Dr. Chan Kan Kan presented Dr. Sang-Rok OH with souvenirs and took pictures together.

The Ministry of Education, Science and Technology announced Education Advancement Plan in December 2009 to improve the educational service quality for younger children (MEST, 2009) early development of future human resources. Under this policy, a key task in the future-oriented curriculum implementation field, “the utilization of sophisticated science and technology including teacher-assisting robots” constitutes the foundation of the robot learning (R-learning) program.