

# Annual Report on Recurrent Funding for Knowledge Transfer 2015/16

Submitted to  
University Grants Committee



## Table of Contents

	Page
<b>1. Executive Summary</b>	<b>1</b>
<b>2. Highlights of the Year</b>	<b>2-10</b>
2.1 Strategies in Supporting KT	
2.2 Strategies in Disseminating KT	
2.3 KT Outputs through Research Infrastructure	
2.4 KT Outputs through Training Professionals	
2.5 KT Outputs through Student Engagement	
<b>3. Performance Measurement and Performance Indicators (PIs)</b>	<b>10</b>
<b>4. Looking Forward</b>	<b>10</b>

### Annexes

- I. Impact Case Histories
  - A) Models of Trilingual Education in Ethnic Minority Regions of China Project
  - B) Modernising Assessment in Teaching and Learning
  - C) The English You Didn't Learn in School
  - D) Hong Kong Studies Seminars for Secondary School Students  
香港研究巡迴講座
  - E) Supporting Home Communication of Children with Stroke-Afflicted Parents  
風語橋--小說及中風認識家庭親子溝通簿
- II. Number of Beneficiaries
- III. Summary of Performance Indicators

## 1. Executive Summary

In the reporting year of 2015/16, the Education University of Hong Kong ('the University' or 'EdUHK', formerly The Hong Kong Institute of Education or HKIEd) has continued to engage with the public and demonstrate to the community the wider influence of its excellent research initiatives, and such efforts have yielded encouraging results. In the 2015/16 Quacquarelli Symonds (QS) World University Rankings, HKIEd (now EdUHK) impressively broke its own record of 2015, climbing from 15<sup>th</sup> last year to 12<sup>th</sup> in the world, and 3<sup>rd</sup> to 2<sup>nd</sup> in Asia in the area of Education.

This quantum leap in position, in tandem with our new U-title pursuit milestone in May 2016, reflects the University's significant progress in transforming its capacity on all fronts over the recent years. We are most encouraged by the meteoric rise of EdUHK in its ranking in the education area, which serves as a testament to the international recognition of the University's increasing teaching and research capabilities and sharing of research outputs through knowledge transfer (KT).

Our emphasis on KT can be seen in our commitment to strong leadership in this area. Professor LUI Tai Lok, Chair Professor of Hong Kong Studies, concurrently Director of the Academy of Hong Kong Studies and Director of the Centre for Greater China Studies, has been appointed as the Vice President (Research and Development) for a term of three years. Professor LUI has provided academic leadership to the University's research development and KT as well as played a pivotal role in developing the research and development infrastructure, policies and strategies including knowledge transfer, outreach and international collaborations, higher degree studies, research grants and research centres of the University.

EdUHK has witnessed an ever-changing horizon in the variety and intensity of KT initiatives and activities on our campus and beyond. The KT activities include commissioned/contract projects, partnership projects for change, improvement and innovation and consultancies. These activities are broadcasted to a wider audience through several new multi-media initiatives, such as Research and Knowledge Transfer (R&KT) Newsletter and R&KT Videos. As in the previous years, student engagement in KT was promoted and incorporated into our learning programmes and extra-curricular activities.

By delivering continuing professional development (CPD) courses, organising local and international professional conferences, launching professional seminars and workshops and engaging in social, community and cultural events, EdUHK has embedded a strong KT culture of learning, research and services into its culture and the wider community.

The KT initiatives, activities, CPD courses and projects undertaken in the reporting year all contribute to the systematic development of a comprehensive KT-enabling environment within the University.



## 2. Highlights of the Year

Thanks to the University Grants Committee (UGC)'s earmarked grants for our KT activities and the University's own funding for KT, our KT activities continue to surge and diversify. These financial resources have enabled EdUHK to continue supporting and promoting a wide range of KT activities at both the University and academic unit levels within the reporting year.

### 2.1 Strategies in Supporting KT

The University has adopted various strategies to drive KT by encouraging research and development (R&D) and senior academics to lead research directions, formulate KT-related projects, and launch collaborative ventures, exchanges and publication opportunities through their own networks. The following strategies were adopted in the reporting year to encourage and facilitate KT activities across the University.

#### 2.1.1 KT Director, KT Task Force and Unit of KT:

Director of Knowledge Transfer continues to assist Associate Vice President (Research and Knowledge Transfer) and Vice President (Research and Development) in enhancing the University's KT policies and initiatives. A KT Task Force chaired by KT Director, with the KT Unit as its executive arm, continues its role in advising the Director in all areas of KT development at the University, including the following:

- Formulating policies, strategies and operational plans for continuing professional development, executive education, intellectual property management, technology licensing, professional engagement, contract research, consultancies, academic-industrial collaboration and business incubation;
- Ensuring that KT activities across the University are performed in accordance with relevant and up-to-date University policies;
- Providing consultation services to staff members; and
- Other matters of importance to the effective operation and performance of KT at the University.

It is planned to set up a KT Office (or company) to streamline KT management in the future.

**2.1.2 President's Award for Outstanding Performance in Research:** The President's Award for Outstanding Performance in Research was launched to honour individual academic staff members or teams who excel in research. This award also recognises, encourages and rewards outstanding research that has a significant effect on the community, including, but not confined to, high-quality international refereed research outputs contributing to academic and intellectual enhancement in the relevant fields.

Since the academic year 2014/15, the KT element has been added into the assessment criteria to highlight its importance and impact (e.g. impact of the delivered research; demonstrated knowledge, expertise, know-how, skills or technology transferred to the society, leading to innovative, profitable, economic or social improvements; as well as academic, professional, social and policy impact of research on education at local, regional or international communities). The KT element will be kept in this scheme.

**2.1.3 KT Awards:** The KT Awards scheme has been in place since 2009 to support the transfer of University-owned knowledge, technology and research findings that can influence a wider community, particularly the local community. These monetary prizes recognise, encourage and reward the best KT activities, practices, cases or projects. All full-time staff members of the University in their capacity as project leaders are eligible to apply for this awards scheme. After vigorous selection processes comprising oral presentations by individual project leaders, the panel granted one KT Grand Award and one KT Award to two successful projects in 2015/16.

The University organised a presentation ceremony on 13 January 2016 to recognise impactful knowledge transfer projects, followed by sharing sessions conducted by the award recipients.

**2.1.4 KT Funds Scheme:** The University continued to provide a KT Funds Scheme in 2015/16 as an ongoing initiative to promote ownership, creativity and innovation in academic units in terms of organising KT activities and initiatives. Given its demonstrated effectiveness, this scheme will be continued. A working task group comprising three Faculties' Associate Deans (Research and Development) and KT Director continues to coordinate the grant applications.

**2.1.5 KT Sharing Sessions:** The professional and staff developments in the KT area were vastly improved through sharing sessions. The University continued to organise such sessions in 2015/16 to share success stories and practical experiences of KT amongst the staff members. All staff members were welcome to attend the sharing sessions and follow-up work was conducted to promote KT projects. Ten sharing sessions were organised in the reporting period, and these events were well received by the participants. To increase our exposure to KT development, we invited not only internal staff members to share their KT experience but also external speakers in our KT sharing sessions.

## 2.2 Strategies in Disseminating KT

### 2.2.1 KT Promotion

**2.2.1.1 Research and Knowledge Transfer (R&KT) Newsletter:** Starting from 2014/15, the University has published R&KT Newsletters biannually to highlight its research and KT achievements, showcase its outstanding staff members and students and summarise recent KT and R&D events in EdUHK.



The third and fourth issues of the R&KT Newsletter were published in December 2015 and June 2016, respectively. Hard copies were distributed to full-time academic staff members, MPhil and EdD students as well as the local education sector (e.g., kindergartens, primary schools, secondary schools, other universities, the Education Bureau and the University Grants Committee). In the meantime, the softcopies were uploaded to the KT webpage (<http://www.eduhk.hk/rdo/KnowledgeTransfer/>), the link to which was also published in Alumni e-News.

**2.2.1.2 Research and Knowledge Transfer (R&KT) Videos:** Videos were produced each year to showcase successful KT stories on academic staff who have received a grant, for example, General Research Fund (GRF), Innovation and Technology Fund (ITF), Quality Education Fund (QEF), and Environment and Conservation Fund (ECF) etc.

In 2015/16, the University produced and uploaded two R&KT videos (Table 1) on its official webpage and YouTube account (<https://www.youtube.com/eduhknews>) via the Communication Office for public viewing. These two videos received 1331 views on YouTube over the past nine months (as of 30 June 2016).



**Table 1: Two R&KT stories produced in 2015/16**

Video	
	<p><b>Innovation in Science and Environmental Studies</b>  <b>Professor SO Wing Mui Winnie</b>            Director of Centre for Education in Environmental Sustainability</p>
	<p><b>The Hong Kong Institute of Education (now The Education University of Hong Kong)'s Research Development &amp; Knowledge Transfer</b>  <b>Professor CHEUNG Yan Leung Stephen</b>            President, The Education University of Hong Kong</p>

**2.2.1.3 Promotion of KT through InnoCarnival 2015:** For the first time, the University joined the InnoCarnival, which was organised by the Innovation and Technology Commission. The InnoCarnival was held from 31 October 2015 to 8 November 2015 at the Hong Kong Science Park. The University constructed its own exhibition booth entitled, '*HKIED (now EdUHK): Science & Environmental Education*,' to showcase its successful research and KT projects to the wider community.



Our booth attracted over 2000 visitors during the nine-day show. The participants not only enjoyed our interesting exhibition but also improved their understanding and awareness of environmental and sustainability issues.

**2.2.1.4 Publicity and Media Exposure of KT Activities:** Good practices and advanced knowledge have been continuously disseminated amongst staff members and the community through different channels, such as the University's website and Annual Report, the KT website, the Research and Scholarship website, press releases, intranet and email.

Since 2012, the University has published an online newsletter, 'HKIED News' (<http://www.eduhk.hk/main/university-news/>), on its website every quarter to



report on its latest events and developments in a timely manner. A section on ‘R&D’ was included in the newsletter to introduce selected R&D/KT projects. The University has published 17 issues of this newsletter as of June 2016. This newsletter also helps publicise the KT activities of the University and provides the community with access to the University’s intellectual resources. Starting from 2016/17, ‘HKIED News’ will be given a new interface and name, but its purpose will remain unchanged.

In the reporting year, several articles from the newsletter were submitted to the ‘Beijing–Hong Kong Academic Exchange Centre’ for publication in their quarterly journal, ‘Beijing–Hong Kong Academic Exchange’ (京港學術交流) (<http://www.bhkaec.org.hk/>) to spread EdUHK news to a wider audience. Two articles written by EdUHK staff members were selected for publication in Issues 106 (July 2015) and 109 (May 2016). An interview with our Vice President (Academic), Professor LEE Chi Kin John, was published in another article in Issue 106.



**2.2.1.5 EdUHK Research and Scholarship Website:** The website ([http://www.eduhk.hk/research\\_and\\_scholarship/](http://www.eduhk.hk/research_and_scholarship/)) offers free and convenient services to local education practitioners as a one-stop online portal for research information and resources. Primary and secondary schools, child care centres, kindergartens and different educational organisations were invited to subscribe to the website. An open-tracker was added in 2015/16 to measure the number of unique visitors and page views. The website has attracted a total of 1,771 unique visits and 4,128 page views from July 2015 to 30 June 2016.

The website has considerably benefited local and international students, teachers and scholars by making the research outputs of the University readily available on the Internet. The website directly transfers the knowledge, efforts and academic research outputs of the University staff members to potential users over the Internet, thereby acting as a knowledge communication channel between the University and the public. We promoted this website by posting a direct link on the website of the Hong Kong Professional Teachers' Union (<http://www.hkptu.org/links>) and the Facebook page of the Hong Kong Liberal Studies Teachers' Association (<http://www.facebook.com/hklsta>).

**2.2.1.6 KT Website:**

The KT website (<http://www.eduhk.hk/rdo/KnowledgeTransfer/>) continues to function as a channel for promoting the KT activities within the University. The website demonstrates the breadth of the University’s KT activities, publicises our KT policies, guidelines and activities, highlights our

excellence and shares good practices. It also establishes networks with various internal and external stakeholders (e.g., researchers, experts, research teams, special interest groups, the education sectors, the Education Bureau, funding bodies and the business sectors) and promotes the interaction and exchange of new ideas on KT.

### 2.2.2 **KT Dissemination Plan and Survey on the Nexus between Research and Teaching:**

As in previous years, all academic staff members are required to submit a KT Dissemination Plan so they can plan ahead their dissemination activities of research findings in the stage of proposal preparation. An encouraging increase in dissemination of research was recorded in the reporting year. A survey was conducted to collect data on those individual academic staff members who apply research in their teaching and/or using teaching activities in their research. The results (Table 2) indicate that the University staff members have incorporated their research into their teaching and vice versa, thereby facilitating the development of KT in the education sector.

**Table 2: Survey Findings on the Nexus between Research and Teaching**

	2011/12	2015/16
Academic staff using research in teaching/ course activities	72%	95%
Academic staff using teaching in research	36%	52%

**2.2.3 Research Publications:** The University regularly collects statistical data on the research outputs of their academic staff members for the analysis, review and planning of KT. Amongst the 778 refereed research outputs in 2015/16, 59.6% (464) were related to the various sectors of school education. These research outputs included early childhood, primary, secondary, technical and special education, and were disseminated across different sectors covering teacher education and education disciplines. 40.4% (314) of the outputs were related to complementary discipline areas such as Social Sciences, Humanities and Languages, and other professional and vocational subjects. These refereed outputs and those produced in the past years provide a substantial new knowledge base for KT to provide insights on the practical improvement, professional innovation and education development in Hong Kong and beyond.

**2.2.4 EdUHK Research Repository:** Aside from being used for extensive KT activities, the EdUHK Research Repository (<http://repository.lib.eduhk.hk>) is a strategy for transforming education and the teaching profession through research. The Repository collects, manages, preserves and showcases the research output of the University staff members in one digital location. As of 30 June 2016, the EdUHK Research Repository has collected 19,049 citation records dating back to 1994, and more than 5,303 of these records are linked to full text copies. The deposited materials in the database include scholarly books, book chapters, journal articles and conference papers. The Repository is of great benefit to students, teachers and scholars both locally and worldwide, as it enhances the visibility of the University's research output on the Internet. A total of 128,305 visits were recorded from July 2015 to Jun 2016. The number of users had increased from 93,580 in 2014/2015 to 93,805 in 2015/2016. The total number of visits and the total number of users had indicated a 5% and 1% of annual growth respectively.



## 2.3 KT Outputs through Research Infrastructure

The University supports and encourages its staff members in academic departments, Faculties, research centres and resource centres to organise and conduct KT activities or projects according to their own capacities and strengths in a creative manner. The ownership, creativity and integration of KT activities into the corresponding R&D agenda of academic units and research centres are crucial to the sustainable development of KT.

**2.3.1 Key Academic Units for Implementing KT:** Four University-level research centres and three Faculties along with their constituent departments, research centres and resource centres continued to be key academic units in 2015/16 to provide the community with comprehensive KT activities. Their projects covered both education and non-education fields. In 2015/16, a total of 15,873 schools, 66,241 teachers, 713,440 students and 776,858 other stakeholders benefited from these activities.

**2.3.2** Numerous KT projects have been organised by academic departments or research centres from the education sector over the past years. Some of these projects generated long-term impacts on the professional innovation and practical improvement of school education.

**KT Project by the Centre for Lifelong Learning Research and Development (CLLRD):** CLLRD is one of the main foci for providing high-level KT activities based on their frontier research. Its *‘Models of Trilingual Education in Ethnic Minority Regions of China Project’* offered a holistic and descriptive account of trilingualism and trilingual education in China. Policy changes have led to the introduction of English language teaching and learning in primary schools. This project contributed to the strengthening and expansion of EdUHK’s already strong links with Hong Kong and Mainland China, as well as to the development of strong research teams for specific projects and programmes. Principal Investigator and Co-Investigator visited Qinghai, Yunnan, Jilin and Zhejiang on more than 10 occasions to disseminate findings and conduct KT activities with practitioners, including policy makers and teachers. Appropriate pedagogical techniques were introduced in over 20 teacher development workshops, with each workshop having an average of 100 participants. These KT activities can potentially reach approximately 450,000 students (Annex I–A).

**2.3.3 KT Project by the Academy of Hong Kong Studies (AHKS):** To foster knowledge transfer and promote discussions on public policy making, the AHKS organized ‘Hong Kong Studies Seminars for Secondary School Students’, an outreach school-based seminar for local secondary schools. Dr FONG Chi Hang Brian, Associate Director of AHKS, visited five local secondary schools to conduct a seminar entitled, ‘Hong Kong–Mainland Relations: The China Factor and Hong Kong's Future’. These outreach seminars were attended by 999 participants, including three school principals, 61 teachers, and 935 students (Annex I–D).

## 2.4 KT Outputs through Training Professionals

Given the huge improvements in the research capacities and outputs of the University over the years, EdUHK disseminates and transfers new knowledge to professionals by training educators and practitioners into a new generation of professionals with novel research-based knowledge.

**2.4.1 Continuing Professional Development (CPD):** The academic departments of the University continue to provide a wide range of self-funded development courses and training programmes to transfer the research findings and knowledge of its staff members to support the continuous development of the education profession in early childhood, primary, secondary, technical and special education. Through these CPD courses, the University and its departments will establish closer relationships and networks with schools, which subsequently lead to significant professional improvements and innovations in the school sector, as well as contribute to the development of high-quality education practitioners in Hong Kong and the Region.

CPD courses were organized by EdUHK's departments and centres, occasionally in collaboration with external parties. For examples:

- Department of Social Sciences organised:
  - Certificate in Professional Development Programme (PDP) on Teaching and Learning of Global Issues in PSHE and NSS Liberal Studies; and
  - Certificate in PDP in Teaching Contemporary China in Liberal Studies Curriculum.
- Department of Curriculum and Instruction, in collaboration with the Education Bureau, organised:
  - Certificate in PDP on Understanding Sex Education; and
  - Certificate in PDP on Making Successful Learning-Oriented Assessment.
- The Centre for Special Educational Needs and Inclusive Education,
  - in collaboration with the Macau Education and Youth Affairs, organised:
    - CPD Courses for Macau Teachers (2015): Courses on Catering for Diverse Learning Needs (Chinese Course); and
    - CPD Courses for Macau Teachers (2016): Resource Courses.
  - in collaboration with the Vocational Training Council (VTC), organised:
    - Provision of Certificate Course on Special Education Needs (SEN) for Staff Members of VTC.

A total of 67 principals and 985 teachers benefited from the 32 courses mentioned above.

**2.4.2 Conference Organised by Department of Early Childhood Education:** The *'Conference for Research in Early Childhood Education, 2016: Promoting Whole-Child Development: The Role of the Family, School and Community'* was held on 12 May 2016, which attracted more than 350 researchers, practitioners and government officials. Participating organisations included the Education Bureau and 110 chains and organisations, such as Po Leung Kuk, Tung Wah Group of Hospitals, Hong Kong Christian Service and four tertiary institutes/universities.

**2.4.3 Conference Organised by Centre for Special Educational Needs and Inclusive Education:** The *"'Attention Deficit Hyperactivity Disorder (ADHD)' Conference 2015"* was held on 17 Oct 2015 to discuss the learning and psychosocial needs of students with ADHD and to share appropriate teaching strategies. Over 550 primary and secondary teachers, parents, social workers and practitioners participated in this event.

## 2.5 KT Outputs through Student Engagement

**2.5.1 Social, Community and Cultural Engagement:** Students are strongly encouraged to participate in social, community and cultural engagement through KT projects/activities. For example, Department of Science and Environmental Studies conducted the KT project, *'Establishment of the EdUHK (formerly HKIEd) Diving Team: Courier Ms EdU (formerly known as Courier MS IEd),'* last year. The project aimed to 1) enhance the capacities of the Faculty and the University in conducting marine-conservation-related research and educational activities, 2) train a team of students through an authentic and action-based training entitled, Courier for Marine Stewardship of the Education University of Hong Kong (Courier Ms EdUHK), to disseminate knowledge on the local marine environment, related threats and conservation approaches to local schools and the public and 3) participate in local community service activities related to marine biodiversity conservation, such as sending the EdUHK team to join the Hong Kong Reef Check 2015.



A team of seven undergraduate students were trained on marine conservation, underwater ecology and self-contained underwater breathing apparatus (SCUBA) diving. After the training, the team members, who were all certified SCUBA divers, assisted in pioneering underwater research. With their first-hand experience, the team members conducted KT activities by participating in 6 educational talks and subsequent experience sharing sessions in local primary and secondary schools to emphasise the importance of marine biodiversity conservation in Hong Kong. Over 400 primary and secondary students benefitted from these activities. Other than the educational activities, the team members also participated in several community service activities, such as the annual Hong Kong Reef Check for HKSAR Agriculture, Fisheries and Conservation Department, and underwater garbage collection activities. The participation strengthened the branding of EdUHK as a university that actively promotes biodiversity conservation and sustainability in Hong Kong.



*EdUHK Diving Team Gave a Talk in a Secondary School*



*EdUHK Diving Team Gave a Talk in a Primary School*

**2.5.2 Student Internships and Placements:** Student internships were organised by the Student Affairs Office and Faculties to encourage students to engage and serve the community. The students have gained experimental learning for their whole-person development. The University also arranged placements to local schools for all full-time students of education-related programmes. As shown in the list of Performance Indicators (PIs) (Annex III), the number of student internship/placements increased by 25.8% over the past four years, from 2,216 in 2011/12 to 2,787 in 2015/16.



*Student WAN Tsz Ling interned at the Hong Kong Economic and Trade Office in Shanghai (SHETO) in 2015*



*Student CHAN Yanwen Mandy (the 2nd lady from the right) interned in the Wolfgang-Goethe University (Goethe) at Germany in 2015*

### 3. Performance Measurement and Performance Indicators (PIs)

The outcomes of KT activities conducted by different units of the University were closely monitored using PIs. Faculties, University-level research centres and relevant academic support units were required to submit annual reports on the implementation of their KT activities, including data on a list of PIs that are specific to their key KT activities.

The University has been actively engaged in a wide range of KT activities and initiatives. Therefore, the number of key stakeholders who benefited from the University's KT activities has steadily increased. Such progress can be seen in the PIs listed in [Annexes II and III](#).

### 4. Looking Forward

The Hong Kong Institute of Education officially renamed as the Education University of Hong Kong in May 2016 which was an important milestone for Hong Kong as this was the city's unique University with a focus in education among the eight publicly funded universities. As such, the University, as did its predecessor Institute, will make continuous advancements to learning, teaching, research and knowledge transfer for the betterment of education and society. We strongly believe that with our ongoing and dedicated efforts and the wide range of KT activities undertaken by our staff members at all levels, the University's KT culture will be enhanced and developed further to benefit the education sector and the community at large in the next triennium.

## Impact Case History



### (i) Project Title

Models of Trilingual Education in Ethnic Minority Regions of China Project

### (ii) Name of Principal Investigator

Professor Bob ADAMSON, Centre Director, Centre for Lifelong Learning Research and Development

### (iii) Summary

This research project offers a holistic and descriptive account of trilingualism and trilingual education in China. Policy changes have led to the introduction of English language teaching and learning in primary schools. These reforms pose particular challenges to communities in ethnic minority areas, where Putonghua often competes with the minority language and English is often taught in under-resourced schools with few trained teachers. This project involved extensive and intensive research that includes investigations into school- and community-level practices, policies and perceptions relating to trilingualism in key regions, such as Xinjiang, Yunnan, Inner Mongolia, Sichuan, Gansu, Guizhou, Guangxi, Qinghai, Jilin, Tibet and Guangdong. This project contributed to the strengthening and expansion of EdUHK's already strong links with Hong Kong and Mainland China as well as to the development of strong research teams for specific projects and programmes.

### (iv) Underpinning research

The following research questions were based on Adamson and Morris's (2007) framework for curriculum policy evaluation that views curriculum policy as a complex negotiation of multiple political, socio-economic and educational factors operating at the macro-, meso- and micro-levels (from national policy making through institutional adoption to classroom implementation) (Morris & Adamson, 2010):

1. What factors have shaped the model of trilingual education designed for the school?
2. How is the model implemented in the school, and what factors influence its implementation?
3. Is the implementation coherent with the planned model? If not, why?
4. What are the major intended and unintended outcomes in terms of student trilingualism and empowerment, and what factors have brought about these outcomes?
5. How sustainable is the model and what factors facilitate or hinder its sustainability?

### (v) References to Research

This project draws on the expertise of many academics and researchers in the fields of language teaching, comparative education, multilingual education, applied linguistics and psychology. Professors ADAMSON and FENG Anwei are world experts in the development of trilingual education. This project involves 11 partner teams, and the book, *Trilingualism in education in China: Models and challenges*, is written by 31 authors, thereby indicating the range and depth of disciplinary knowledge contributing to this project.

Apart from the book, this project has resulted in the publication of six chapters, four peer reviewed journal articles and nine international conference papers from 2013 to date. Two students completed and one student has nearly completed their doctoral theses in multilingualism as a result of this project.

**(vi) Details of the Impact or Benefit**

Four international symposia on the research findings and methodology were held in Sichuan (March 2013, with 40 researchers, policymakers and teachers); Yanbian (October-November 2013, 40 participants); Ningbo (November 2014, over 60 participants); and in Xining (June 2015, more than 80 participants).

In the Kunlun Expert Programme, over 200 teachers were trained in effective pedagogical approaches to address the shortage of multilingual teachers; and trilingual classes were introduced by the university in 2012. Similar professional teacher development programmes in Yunnan reached over 500 teachers. Professor ADAMSON and other team members contributed to these and other programmes, directly or indirectly influenced approximately 450,000 minority students in China.

In 2013, the Ministry of Education of China funded the ‘Models and Proposals for Trilingual Education in China's Ethnic Minority Area: Case Studies of Tibetan Autonomous Region and Gansu Province.’

The website, [www.eduhk.hk/triling](http://www.eduhk.hk/triling), was created to disseminate the findings and methodologies of the project.

**Social Impact/Beneficiaries**

The primary investigator (PI) and co-investigator (CoI) visited Qinghai, Yunnan, Jilin and Zhejiang on more than 10 occasions to disseminate their findings and conduct knowledge transfer activities with practitioners, including policy makers, teacher educators, and teachers. Appropriate pedagogical techniques were presented in over 20 teacher development workshops, with each workshop having an average of 100 teacher attendees.

These knowledge transfer activities can potentially reach approximately 450,000 students.

The project resulted in the publication of one book (and another planned), eight peer reviewed journal articles and nine international conference papers from 2013 to date.

Social impact - awards in recognition of the value of this project in terms of its benefits at the community level

Professor ADAMSON was appointed Honorary Professor of Yanbian University and Qinghai University for Nationalities. In 2013, he was named a ‘Kunlun Expert’ (昆仑学者) by the Qinghai government, and was elected to the Standing Committee on Teacher Education and Professional Development of the National Association of Foreign Language Education of the People’s Republic of China.

Professor FENG was appointed Honorary Professor of Qinghai University for Nationalities and participated in a ‘High-Level Multilingual Policy Forum’ in Bangkok along with ministry-level education policymakers from Thailand, Cambodia, Nepal and Laos.



**(vii) References to the Corroboration of Impact or Benefit****Award**

Professor ADAMSON won the Grand Award in the Knowledge Transfer Awards Scheme 2015/16.  
[http://www.eduhk.hk/rdo/KnowledgeTransfer/eng/news2.php?news\\_id=30](http://www.eduhk.hk/rdo/KnowledgeTransfer/eng/news2.php?news_id=30)

**Publications and Project Website**

The publications and the project website present the four models and their effective use.

The PI and CoI also promoted the strong models of trilingual education in the following works:

Professor ADAMSON:

- The future of English in China: Implications for teacher education. Keynote, Sixth National Conference on Foreign Language Teacher Education and Development, Yunnan.
- English and trilingual education in China. Invited lecture, Yunnan Normal University.
- Marginalized languages and marginalized identity. Invited lecture, Liverpool Hope University, UK.
- Teaching English in rural China. Workshops, Yunnan, Qinghai, Jilin, Zhejiang. Models of trilingual education in China—signposts for the future of English in Asia? Keynote, “Future of English in Asia: Perspectives on Language and Literature” Conference, Hong Kong.

Professor FENG:

Promoting additive trilingualism for sustainable development in minority regions in China. Lecture at the invitation of the Ministry of Education, International Conference on Language, Suzhou.

Towards language policy informed by additive trilingualism in context. Keynote, International Symposium Language Diversity in the Sinophone World, Gottingen University, Germany.

- Reducing tensions in additive multilingual education through research. Keynote, International Conference on Language and Education, Bangkok.
- Further marginalisation or a ‘blessing in disguise’? – Bi/Multilingual education in Chinese schools and universities. Keynote, International Symposium Multilingualism, Identity, Education Asian and European Perspectives, Luxembourg.



*Prof ADAMSON in a Chinese lesson in an Ethnic Minority Yi School in Yunnan Province*



*Members of the ‘trilingual education in minority areas of China’ research network gather for a symposium in Xi’an*

## Impact Case History

### (i) Project Title

Modernising Assessment in Teaching and Learning

### (ii) Name of Principal Investigator

Professor MOK Mo Ching Magdalena, Centre Director,  
Assessment Research Centre



### (iii) Summary

Assessment Research Centre (ARC) has been actively introducing modern assessment methods to enhance teaching and learning. Standing on the frontline of educational assessment, we believe in the modernised ways of empowering the assessment *of, for and as* learning in the 21st century. Following this initiative, ARC formulated the following sub-projects in different areas related to education:

#### (1) Performing Arts of the ‘SANG’ role in Cantonese Opera: Computer-Assisted Kinetic Chain Assessment and Learning System in Cantonese Opera Movement (sub-project 1)

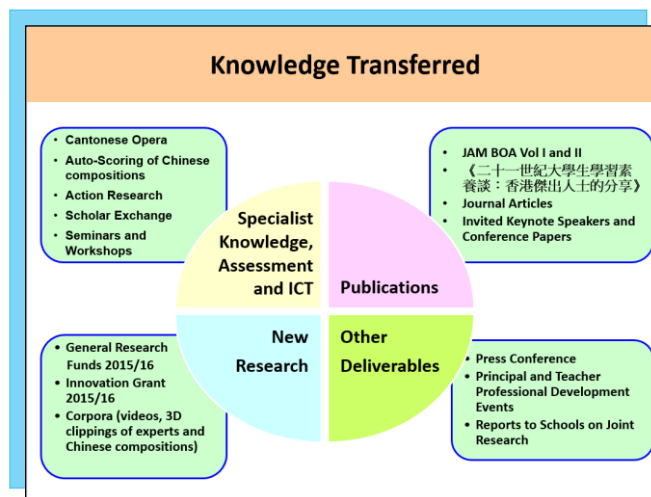
- Develop a computerised system for the teaching, learning and assessment of the traditional performing art of Cantonese Opera movements by incorporating the functions of Microsoft Kinect
- The trial system is being refined, and more movements are being added into the system

#### (2) Auto-Scoring of Chinese Compositions (sub-project 2)

- Build a corpus and develop a web-based auto-scoring system of Chinese compositions in the educational context of Hong Kong
- Continuously collect high-quality Chinese articles and composition pieces written by local students
- Select suitable indicators for analysis

#### (3) Supporting the Action Research Projects of Local Schools (sub-project 3)

- Offered professional consultation services to three local secondary schools in enhancing teaching and learning effectiveness
- Supported three schools in their implementation of flipped classroom, self-directed learning, accurate assessment of student performance and assessment *of, for and as* learning



#### (4) Mainland Visiting Scholars Exchange Programme (sub-project 4)

- Invited Professor Bor-Chen KUO, an expert on e-Assessment from Taiwan’s National Taichung University of Education, to visit ARC, give lectures and share his experiences with the EdUHK community, school teachers and principals, and staff members of the Education Bureau and the Hong Kong Examinations and Assessment Authority

#### (5) Promotion of Rasch Measurement (sub-project 5)

- Translated books and selected articles from the *Journal of Applied Measurement* from English into traditional and simplified Chinese for publication with the help of over 40 competent translators from Greater China



- Organised workshops on the application of Rasch measurement in education in Hong Kong and the Greater China region

All of these sub-projects contributed to the modernisation of assessment by injecting innovative and down-to-earth ideas and elements throughout their development.

#### (iv) Underpinning research

To realise these sub-projects, ARC placed considerable effort in exploring their theoretical and practical sides as follows:

- Development of high-technology computer-based systems and programmes, including the setting up of trial platforms, scale development and instrument validation (sub-projects 1 and 2)
- Seeking advice from field experts (e.g., Cantonese opera master Mr YUEN Siu Fai for sub-project 1, researchers in Chinese language and subject teachers from primary and secondary schools for sub-project 2, etc.)
- Close collaborations with different parties (e.g., Professor Bor-Chen KUO for sub-projects 1, 2 and 4, and translators from the Greater China region for sub-project 5)
- Study of various research papers in English, traditional Chinese and simplified Chinese (sub-projects 1 to 5)



*Prof MOK, Prof LEUNG Bo Wah, and Mr YUEN Siu Fai, BH, introduced the Computerised Kinetic Chain Assessment and Learning System to the audience at the press conference on 26 Nov 2015*



*Research meeting between the EdUHK's Assessment Research Centre and Prof Bor-Chen KUO for future collaboration of knowledge transfer (supported by Tin Ka Ping Education Fund)*

#### (v) Selected References to Research

- 張琇涵、倪雅真、廖晨惠、郭伯臣、白鎧誌 (2014 年 04 月)。實詞筆、一詞多義、筆畫數指標建置中文文本自動化分析系統。第八屆資訊科技國際研討會。
- 陳建宏、蔡筱倩、郭伯臣、廖晨惠、楊裕賢(2013)。電腦自動化文本分析與詞類之探究。EITS2013 數位教學暨資訊實務研討會，南台科技大學。
- 黃勇嬪、蔡亞韋、郭伯臣、廖晨惠、白鎧誌(2013)。兒童文章重複語詞分析自動化指標建置與應用-以名詞、動詞、實詞為例。2013 第七屆資訊科技國際研討會，朝陽科技大學。
- 葉靜如、李湘瑩、廖晨惠、郭伯臣、白鎧誌(2013)。中文文本詞彙多樣性自動化分析系統建置與探討。IETAC2013 第六屆資訊教育與科技應用研討會，僑光科技大學。
- 吳鳳平(編著)(2012)。戲棚粵劇與學校教育：從文化空間到學習空間。香港：香港大學教育學院中文教育研究中心。
- 陳守仁(1988)。香港粵劇研究。香港：廣角鏡出版社。
- 電視廣播有限公司(2015)。不是兒戲 [video recording]。香港：電視廣播有限公司新聞及資訊部公共事務科。

- Anderson, R. C., Y.-M. Ku, Li, W., Chen, X., Wu, X., & Shu, H. (2013). Learning to see the patterns in Chinese characters. *Scientific Studies of Reading*, 17(1), 41-56, DOI: 10.1080/10888438.2012.689789.
- Chan, S. Y. (2005). Performance context as a moulding force: Photographic documentation of Cantonese Opera in Hong Kong. *Visual Anthropology*, 18, 167–198.
- Crossley, S. A., & McNamara, D. S. (2014). Does writing development equal writing quality? A computational investigation of syntactic complexity in L2 learners. *Journal of Second Language Writing*, 26, 66-79.
- Green, J. A., Muis, K. R., & Pieschl, S. (2010). The role of epistemic beliefs in students' self-regulated learning with computer-based learning environments: Conceptual and methodological issues. *Educational Psychologist*, 45(4), 245-257, DOI: 10.1080/00461520.2010.515932
- Kyttala, M., & Bjorn, P. M. (2014). The role of literacy skills in adolescents' mathematics word problem performance: Controlling for visuo-spatial ability and mathematics anxiety. *Learning and Individual Differences*, 29, 58-66.
- Lee, W. O., & Mok, M. M. C. (Eds.) (2008). *Construction and Deconstruction of the Chinese Learner: Implications for Learning Theories*. United Kingdom: Routledge.
- McNamara, D. S., Graesser, A. C., McCarthy, P. M., & Cai, Z. (2014). *Automated Evaluation of text discourse with Coh-Metrix*. New York: Cambridge University Press.
- Mok, M. M. C. (2011). The Assessment For, Of and As Learning in Mathematics: the Application of SLOA. In B. Kaur, & K. Y. Wong (Eds.). *The Association of Mathematics Educators, Yearbook 2011*, pp. 187-215. Singapore: World Scientific Books.
- Mok, M. M. C. (2013). Assessment Reform in the Asia Pacific Region: The Theory and Practice of Self-directed Learning Oriented Assessment. In M. M. C. Mok, (Ed.). *Self-directed Learning Oriented Assessments in the Asia-Pacific*, pp. 3-22. New York: Springer. DOI 10.1007/978-94-007-4507-0
- Muis, K. R., Winne, P. H., & Edwards, O. w. (2009). Modern psychometrics for assessing achievement goal orientation: A Rasch analysis. *British Journal of Educational Psychology*, 79, 547-576.
- Ng, W. C. (2015). *The rise of Cantonese opera*. Urbana, IL; Chicago, IL; Springfield, IL: University of Illinois Press.
- Smith, E. V., & Stone, G. E. (2009). *Criterion referenced testing: practice analysis to score reporting using Rasch measurement models*. Maple Grove, Minn.: JAM Press.
- Smith, R. M. (1992). *Applications of rasch measurement*. Chicago, Ill.: MESA Press
- Vukovic, R. K., & Lesaux, N. K. (2013). The language of mathematics: Investigating the ways language counts for children's mathematical development. *Journal of Experimental Child Psychology*, 115, 227-244.
- Wang, W. C. (2010). *Recent developments in Rasch measurement*. Hong Kong: Hong Kong Institute of Education.
- Wentzel, K. R., & Wigfield, A. (2007). Motivational interventions that work: Themes and remaining issues. *Educational Psychologist*, 42(4), 261-271.
- Zhu, J., Mok, M. C. M., Kuo, B.-C., Pai, K.-C., Lam, S. M., Tao, K. Y., Kwok, K. W. (2015, Dec). *Use of Punctuation Marks in Chinese Composition: A study Based on Hong Kong Students' Writings*. 2015 Global Chinese Conference on Educational Information and Assessment Chinese Association of Psychological Testing 2015 Annual Conference, Taichung, Taiwan.



**(vi) Details of the Impact or Benefit**

Several research outputs have been produced under these sub-projects, including trial web-based platforms, books, book chapters, journal articles, conference papers and keynote presentations. Impressively, for sub-project 5, more than 500 copies of the *Journal of Applied Measurement Book of Abstracts (JAM BOA)* (Volumes I and II) have been or will be distributed to the Chinese-speaking communities in the Asia-Pacific region as a means of promoting the application of the Rasch model in education.

To promote our research products and attract potential stakeholders, a press conference was organised in November 2015 in Hong Kong for the release of the trial e-platform for the Cantonese opera movement (sub-project 1), and a book launch was organised in December 2015 in Taiwan for *JAM BOA I* (sub-project 5).

The high-technology computerised systems for sub-projects 1 and 2 as well as the Kinect equipment for sub-project 2 will be made available to the target groups at an extremely low cost or even free of charge.

The findings of these sub-projects have been or will be published through different channels (e.g., public lectures, workshops and conferences) to maximise their impact on the academic sector and the general public. Over 600 educators and researchers from Hong Kong, Mainland China, Taiwan and Macau participated in our training or sharing sessions on several areas, including e-learning and applying assessment technology to enhance teaching and learning.

Submitting consultation reports to schools on their action research projects (sub-project 3) can help improve the teaching and learning strategies of these institutions and motivate them to adopt modern assessment technologies.

Academic exchanges with local and international research partners consolidate the foundation of the development of the project as a whole.

The ongoing development of these sub-projects has also inspired further research. For instance, a pilot study on an e-learning and e-assessment system for music conducting is currently in progress.

**(vii) References to the Corroboration of Impact or Benefit**

Professor MOK won an award in the Knowledge Transfer Awards Scheme 2015/16.

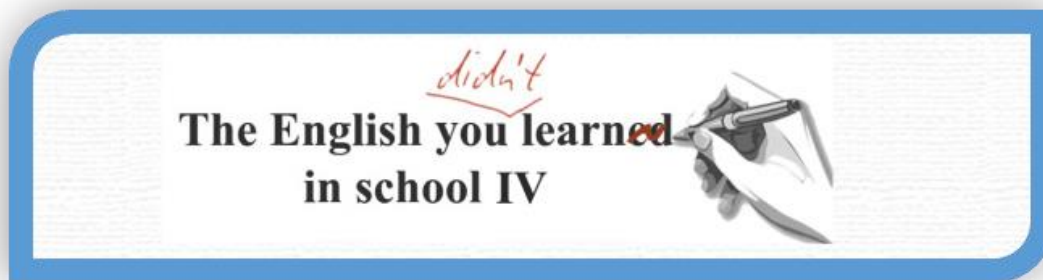
[http://www.eduhk.hk/rdo/KnowledgeTransfer/eng/news2.php?news\\_id=30](http://www.eduhk.hk/rdo/KnowledgeTransfer/eng/news2.php?news_id=30)

The majority of the participants in the workshops, public lectures, seminars and sharing sessions organised by ARC have returned positive feedback as indicated by their comments on the post-event questionnaires.

Some of the schools involved in sub-project 3 consulted the individual consultation reports of ARC to devise plans for streamlining their teaching and learning and to explore further the development opportunities in their areas of interest.

A better understanding of the Rasch measurement can motivate researchers to conduct further studies on such measurement.

## Impact Case History

**(i) Project Title**

The English You Didn't Learn in School

**(ii) Name of Principal Investigator**

Dr Paul STAPLETON, Head of the Department of English Language Education

**(iii) Summary**

Similar to the previous lecture series, 'The English You Didn't Learn in School I, II and III,' which were conducted over the past three years, 'The English You Didn't Learn in School IV' introduced and presented six new topics in the form of 100-minute public lectures. The objective was to provide a platform for teachers and the general public to be exposed to issues, subtleties and characteristics of the English language that tend not to be discussed in language classrooms at schools.

**(iv) Underpinning research**


Almost everyone remembers studying English in school. For the most part in Hong Kong, that memory includes learning grammar, vocabulary and how to read and write. Although people may have some pleasant memories of learning English in school, it was probably mostly hard work. However, after all that studying, people may still be somewhat dissatisfied with their ability to speak and understand English. This is partly because learning a foreign language is a lifelong endeavour. However, their dissatisfaction may also be because there was something missing in their education. Given that language comprises many components and nuances, one cannot possibly learn everything about a language in school. Therefore, this lecture series provide participants with a taste of some of the other aspects of language learning seldom taught in school. Although it was impossible to fill in all those gaps in their learning in a few Saturday mornings, we hope to provide teachers and the general public with some insights on English and language learning in general.

Given that the six lecturers presented different topics, each lecturer used his/her own set of research support. No specific research was conducted because the lecture theme is not associated with cutting-edge research but rather with knowledge transfer to the general public.

**(v) Details of the Impact or Benefit**

In the first three years, over 2,000 members of the general public expressed their satisfaction with the lectures. This continuing series has attracted a significant following amongst the public and the teachers as demonstrated by the large number of participants who continue to register and attend our lectures.

All lecture materials are uploaded after each lecture, and these materials have been referred to by the participants as indicated in their feedback. Around 598 members of the public, including teachers, attended our lectures in 2016, and over 2,700 participants have attended our lectures over the past four years.




**Public Lecture Series 2016**

*didn't*  
**The English you learned  
in school IV**



<b>What separates good English speakers from very good ones?</b>	<b>05 Mar</b>
Speaker: <i>Paul Stapleton</i>	
<b>English language exams and 'real' English</b>	<b>12 Mar</b>
Speaker: <i>David Coniam</i>	
<b>Exploring sex and sexuality in literature</b>	<b>19 Mar</b>
Speaker: <i>Bidisha Banerjee</i>	
<b>Learning language beyond the classroom</b>	<b>02 Apr</b>
Speaker: <i>John Trent</i>	
<b>World Englishes</b>	<b>09 Apr</b>
Speaker: <i>Wang Lixun</i>	
<b>Making grammar meaningful</b>	<b>16 Apr</b>
Speaker: <i>Tim Taylor</i>	

**You may register for the whole series or just the lecture(s) that interests you**

Venue : D1-LP-04, HKIEd Tai Po Campus  
 Time : 9:45 a.m. - 12:00 noon (Saturday)  
 Inquiries : Ms Lee at 29487424 / ele@ied.edu.hk  
 Registration : <http://www.ied.edu.hk/ele/pls/>  
 Entrance fee : Free of charge




**FREE**  
Parking and Free Coach\* from MTR Kowloon Tong Stn to Tai Po Campus and back


\*Not guaranteed. First come, first-served!



**E-certificate of attendance will be issued to participants upon request**



FACULTY OF HUMANITIES  
學人院文  
人與社會, Where humans define the world



英語教育學系  
ENGLISH LANGUAGE EDUCATION



語言學及現代語言系  
LINGUISTICS AND MODERN LANGUAGE STUDIES



文學及文化學系  
LITERATURE AND CULTURAL STUDIES



*Public lecture conducted by Dr Paul STAPLETON*



*Public lecture conducted by Dr David CONIAM*



*Public lecture conducted by Dr Bidisha BANERJEE*



*Public lecture conducted by Dr John TRENT*



*Public lecture conducted by Dr WANG Lixun*



*Public lecture conducted by Dr Tim TAYLOR*

#### **(vi) References to the Corroboration of Impact or Benefit**

The majority of the participants gave positive feedback on the lectures as indicated by the post-lecture survey results. Specifically, 64% stated that the topic drove them to attend the lectures, whilst 92% found the lectures to either be very useful or generally useful.



## Impact Case History

### (i) Project Title

Hong Kong Studies Seminars for Secondary School Students  
香港研究巡迴講座

### (ii) Name of Principal Investigator

Dr FONG Chi Hang Brian, Associate Director of The Academy of Hong Kong Studies (AHKS)

### (iii) Summary

To foster knowledge transfer and promote discussions on public policy making, the AHKS organised the ‘Hong Kong Studies Seminars for Secondary School Students,’ an outreach school-based seminar for local secondary schools. During the reporting period, Dr FONG Chi Hang Brian, Associate Director of AHKS, visited five local secondary schools to conduct a seminar entitled, ‘Hong Kong–Mainland Relations: The China Factor and Hong Kong's Future’ (中港關係：中國因素與香港前途).

### (iv) Underpinning research

The seminars of Dr FONG were based on his on-going research on Hong Kong–Mainland relations.

#### Article in externally refereed journals

‘The Partnership Between Chinese Government and Hong Kong’s Capitalist Class: Implications for HKSAR Governance, 1997–2012.’ *The China Quarterly*. March 2014. Vol. 217, pp. 195–220. (Awarded 2014 Gordon White Prize as ‘the most original article/research report published in The China Quarterly in the relevant year.’) (Impact factor: 0.952)

#### Editorship

Co-editor (with WU Jiehmin). ‘The China Factor in Hong Kong and Taiwan: Under the Shadow of Authoritarian China.’ *Special Feature for China Perspectives*. (Accepted and forthcoming in 2017)

#### Conference paper

‘The wave of localism: Hong Kong’s politics under the shadow of China Factor.’ (in Chinese) A paper presented at the Workshop on ‘Comparison of Social and Political Transitions between Taiwan and Hong Kong in the Period of Post-Sunflower & Post-Umbrella Movements,’ *Academia Sinica*, Taiwan, 25 March 2016.

### (v) Details of the Impact or Benefit

During the reporting period, five outreach talks were organised in the following local secondary schools:

- (1) Yuen Long Public Secondary School
- (2) St. Margaret’s Co-Educational English Secondary and Primary School
- (3) St. Rose of Lima’s College
- (4) Ning Po No.2 College and Hong Kong
- (5) Kowloon Kaifong Women’s Association Sun Fong Chung College



*Dr FONG gave his first outreach talk on 'Hong Kong-Mainland Relations: The China Factor and Hong Kong's Future' to Yuen Long Public Secondary School on 22 January 2016.*



*Dr FONG visited St Margaret's Co-educational English Secondary and Primary School on 19 February 2016*



*Dr FONG delivered an outreach talk for St. Rose of Lima College on 14 March 2016*



*Dr FONG shared his views on the impact of China factor on Hong Kong's future with teachers and students in Ning Po No.2 College on 15 April 2016*



*Dr FONG received a souvenir from the Principal of Hong Kong and Kowloon Kaifong Women's Association Sun Fong Chung College after the talk on 13 May 2016*



These outreach seminars were attended by 999 participants, including three school principals, 61 teachers, and 935 students. These seminars served as effective platforms for transferring our research to the teaching profession and the school community, as well as for deepening the teachers' and students' understanding of the critical issues surrounding the Mainland China–Hong Kong relations in recent years, including the identity of the Hong Kong people, the autonomy of Hong Kong under 'one country, two systems' and the future of democratic movements in Hong Kong.



## Impact Case History

### (i) Project Title

Supporting Home Communication of Children with Stroke-Afflicted Parents

風語橋--小說及中風認識家庭親子溝通簿

### (ii) Name of Principal Investigator

Mrs KWAN-CHEN Li Ying Lorinda, Lecturer, Department of Special Education and Counselling

### (iii) Summary

Aphasia is a medical condition characterised by loss of abilities to speak, comprehend, read and write as a result of brain damage. Aphasia is caused mainly by stroke (cerebrovascular disease), which affects approximately 20,000 people each year in Hong Kong ([www.brainfoundation.org.hk](http://www.brainfoundation.org.hk)). Most stroke survivors have to live with aphasia, which places a heavy burden on their daily life and work routines. Given that an increasing number of working-age people in Hong Kong suffer from stroke, these younger patients with aphasia are faced with challenges in speaking and listening to their children. Unfortunately, no existing resource can help parents with aphasia in communicating with their children, thereby affecting their rehabilitation outcomes and wellbeing. Children of stroke-afflicted parents were reported to be more vulnerable to psychological stress or mental health problems. The maladjustment of children of ill parents is also linked to the poor rehabilitation of stroke patients and the poor wellbeing of their caretakers.



This project enhances improves the home communication of children with patients with aphasia as follows:

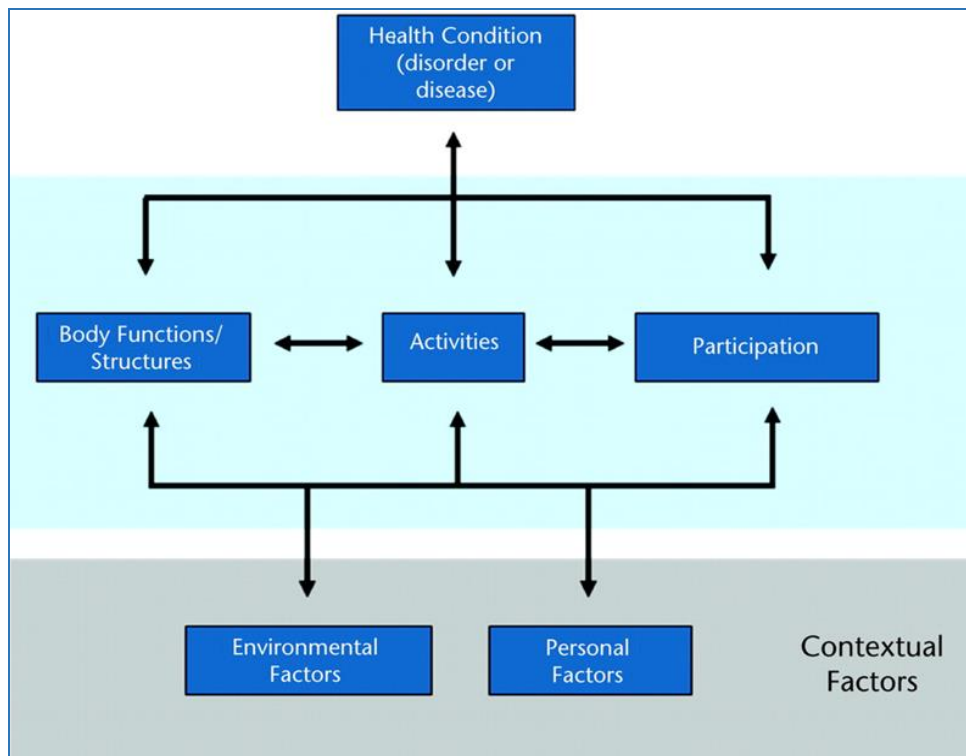
- a) promoting public awareness on the challenges being faced by stroke-afflicted parents and their children by publishing 1000 copies of the storybook, 《風語橋》 and
- b) developing 300 non-verbal, alternative and augmentative communication aids to ease the burden of home communication between parents with aphasia and their children.

This project aims to transfer professional knowledge of speech language therapy to support the children of parents with aphasia.

This project also aims to fill the gap in the current speech therapy practice, that is, the limited amount of resources for dealing with aphasia as a language disorder and a disability that can inflict psycho-social detriment to the patients and their children.

The following pieces of knowledge are transferred through this project:

- 1) The adoption of a highly comprehensive rehabilitation model of Impairment–Disability–Handicap from the World Health Organization (2001, see figure below) to diagnose and manage neurological language impairments, such as aphasia.



(Source: World Health Organization 2001 Model of Disability)

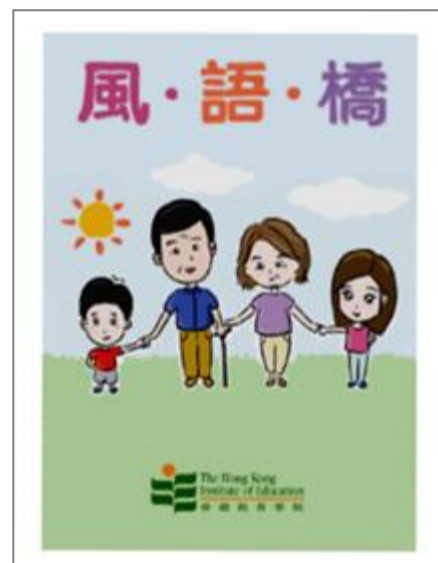
- 2) Quality analysis of language discourse impairments between children and their aphasic parents.
- 3) Construction of a definitive knowledge of diagnosing language impairment amongst working-age patients with aphasia. Aphasia involves more than an impairment of language or bodily functions.
- 4) Creation of non-verbal, alternative and augmentative communicative communication aids to support domestic communication between parents with aphasia and their children.
- 5) Building a unique set of positive communication strategies to be used by children to re-engage in domestic communication with their aphasic parents.
- 6) Contribute to public awareness and deeper understanding of neurological language impairment, aphasia and its impacts on the parental roles of stroke-afflicted patients and the psychological adjustment of their children, which can lead to the establishment of a community-based support.

#### (iv) Underpinning research

The project provides a basis for qualitative research that addresses the language barriers faced by aphasic parents and their children in their homes. Few studies have addressed this problem, and speech therapists are in need of clinical evidence to improve their therapy for people with stroke-induced language disorders.

#### (v) References to Research

This project and its findings will be presented at the 30<sup>th</sup> World Congress of International Association of Logopedics and Phoniatrics in August 2016 in Dublin, Ireland.



**(vi) Details of the Impact or Benefit**

A total of 300 copies of an augmentative communication book and 1000 copies of a story book 《風語橋》 were delivered to stroke patients in several patient networks, including the Community Rehabilitation Network of the Hong Kong Society of Rehabilitation and the Hong Kong self-help group for the brain damaged. These books were also distributed to professional groups of medical practitioners, the Hong Kong Brain Foundation, the Hong Kong Stroke Foundation, local speech therapists in Hong Kong, speech therapists in Hospital Authority and members of the Hong Kong Association of Speech Therapists. Master of Speech Language Pathology and Learning Disability students from EdUHK, Master of Speech Therapy students from Hong Kong Polytechnic University and Bachelor of Science in Speech and Hearing Science students from the University of Hong Kong also benefited from this book.

The story book 《風語橋》 was also delivered to all special school libraries and the general public.



Augmentative Communication Book

## (vii) References to the Corroboration of Impact or Benefit

The media raved about this project as shown below.

Newspaper coverage: **Sing Tao Daily** (8 September 2015)

08/09/2015 《風語橋》—支援中風人士親子溝通的橋梁 關陳立穎 星島日報

**《風語橋》—支援中風人士親子溝通的橋梁**

「父親中風後出院，回到家裏，令我百感交集。一方面，很高興父親能夠再次和我們一起生活。另一方面，因為父親已失去了說話能力，家裏靜了很多，不能如從前般跟父親閒話家常，非常不習慣。」（中風人士的子女）

十三歲的初中生 Keith（化名）和十歲唸高小的妹妹 May（化名），他們的爸爸幾年前因腦血管爆裂而中風入院，差點保不住性命。爸爸回家後，他們才發現中風後的爸爸跟前判若兩人：走路時步履不穩，需要別人攙扶，亦要家人協助洗澡、吃飯、上街和聽電話。原來爸爸是因為左半腦中風，影響了大腦的語言區，失去了語言理解和表達能力，不能講話和交談。爸爸的失語症（aphasia）令他們感到懊惱和無奈，因他再也不能理解和回應他們在生活中的所感所聞，彼此關係頓失去了溝通橋梁，家庭壓力快要爆炸，這個家庭會有出路嗎？

本港每年中風患病個案多達二萬人，中風亦出現年輕化，愈來愈多中年人士（年齡於三十至五十五歲）患有腦血管病變，他們大多是家庭支柱，同時擔當養家和教養子女等重要角色，然而，中風所引致的失語症嚴重影響他們的家庭。

真實個案改編

在我們接觸的個案中，子女們飽受父母中風的困擾，他們所承受的痛苦，實不足為外人道。不論是父親或母親中風，這些子女就像同時失去父母一樣。中風患者要面對因病在身體、社交溝通和心理上造成的損害，他們的伴侶除了要主力照顧病者之餘，更要肩負家庭的生活重擔，他們的子女也承受着失去父母支援的痛苦。

為了協助中風家庭的子女與父母重建溝通，香港教育學院的「知識轉移基金」最近出版了《風語橋》小說，故事圍繞一個家庭因父親患有失語症而引發的家庭衝突。我們相信中風引起的語言困難並不是絕路，家人也不是孤立無援。書中內容由真實個案改編，通過中風人士的子女的真切分享，跟其他有同樣經歷的青年人共勉。最後，本書亦建議一些簡單的溝通技巧，幫助中風者的家人以重點和減慢的說話方法，配合適當的溝通工具書，來改善與中風病患者的溝通困難。有興趣索取《風語橋》小說的讀者，請電郵至 help.kids.w.strokeparents@gmail.com。註：小題為本報所加

教院特殊教育與輔導學系講師暨言語治療師

關陳立穎

Newspaper coverage: **出版之門** (8 September 2015)



出版之門  
publishing.com.hk



出版新聞

本網站現正進行架構重整，除出版新聞外，其他功能暫停服務至另行通知為止。  
不便之處，敬請原諒！

**中文出版新聞**

- 中和新書披露中國考古界奧斯卡級發現
- 4項新聞出版廣電業職業資格認定被取消
- 四川安徽出版集團開展戰略合作
- 「德國攝影圖書獎」佳作在華巡迴展出
- 台灣出版人不看好圖書統一定價制度

更多 >>

**世界出版新聞**

- 去年英國電子書和有聲讀物市場比降彼漲
- 村上作品電子版權首次授權中國出版社
- 第22屆首爾國際書展與韓國

**教院出版《風語橋》助中風者與家人溝通**

2015/09/08  
【文字大小：小 中 大】

「出版之門」2015-09-08 綜合報道：香港每年中風患病個案多達二萬人，中風亦出現年輕化，愈來愈多中年人士（年齡於三十至五十五歲）患有腦血管病變，他們大多是家庭支柱，同時擔當養家和教養子女等重要角色，然而，中風所引致的失語症嚴重影響他們的家庭。

為了協助中風家庭的子女與父母重建溝通，香港教育學院的「知識轉移基金」最近出版了《風語橋》小說，故事圍繞一個家庭因父親患有失語症而引發的家庭衝突。我們相信中風引起的語言困難並不是絕路，家人也不是孤立無援。書中內容由真實個案改編，通過中風人士的子女的真切分享，跟其他有同樣經歷的青年人共勉。最後，本書亦建議運用一些簡單的溝通技巧，幫助中風者的家人以重點和減慢的說話方法，配合適當的溝通工具書，來改善與中風病患者的溝通困難。有興趣索取《風語橋》小說的讀者，請電郵至 help.kids.w.strokeparents@gmail.com。

Television coverage: **Cable TV documentary** [小事大意義] 之 [無言親子], broadcasted on 29 November 2015.

Screen capture of the Cable TV documentary



The end-users, patients and their families were approached for their feedback, and most of the feedback was positive.

For instance, the wife of a stroke patient said, *'I have never realised that I have neglected the feelings of my daughter at the time when my husband had a stroke. For all these years, she has not communicated with her father for a long time.'* The adolescent son of a stroke patient praised the communication book for helping him communicate with his father: *'If there is no communication support and my father would like to watch a football match on TV, he will just bang on the TV and mutter something that I could not understand! I now know how to help other families facing similar struggles.'*

Note 1  
**Number of Beneficiaries**

Key Beneficiary Item	Nature of KT Activities involved <small>Note 2</small>	2014/15	2015/16
Number of schools benefited	Categories (4), (5) & (6)	12,733	15,873
Number of principals benefited	Categories (1), (3), (4), (5) & (6)	7,035	15,580
Number of teachers benefited	Categories (1), (3), (4), (5) & (6)	57,267	66,241
Number of students benefited	Categories (4) & (5)	550,000	713,440
Number of conference participants benefited	Category (2)	6,505	6,754
Number of organizations/ advisory bodies benefited	Category (6)	31	66

**Notes:**

1. The number of beneficiaries is calculated according to the number of activities involved. Some beneficiaries and schools may have been involved in more than one activity.
2. Categories of KT Activities include:
  - (1) Continuing Professional Development (CPD) Courses
  - (2) Local/International Professional Conferences
  - (3) Professional Seminars/Workshops
  - (4) Commissioned/Contract Projects
  - (5) Partnership Projects for Change, Improvement and Innovation
  - (6) Consultancies

## Summary of Performance Indicators

Performance Indicators for Knowledge Transfer Activities		2012/13 (1/7 - 30/6)	2013/14 (1/7 - 30/6)	2014/15 (1/7 - 30/6)	2015/16 (1/7 - 30/6)	
1	Continuing Professional Development (CPD) Courses	Number of CPD courses	15	15	26	32
		Income from CPD courses	\$9,528,980	\$7,394,000	\$12,325,540	\$8,107,936
		Number of key partners	7	4	11	21
		Number of student contact hours	1,472	1,684	1,598	1,629
2	Local/International Professional Conferences	Number of local/international conferences	24	23	37	39
		Income from conferences	\$338,439	\$583,700	\$1,676,584	\$1,429,008
		Number of key partners	111	84	152	53
		Number of presentations	832	809	1,695	1,285
3	Professional Seminars/Workshops	Number of professional workshops/ seminars	255	261	332	419
		Income from seminars/workshops	\$959,492	\$714,050	733,530	490,015
		Number of key partners	258	355	398	412
4	Commissioned/Contract Projects	Number of commissioned/ contract projects	46	69	80	88
		Income from projects	\$38,146,179	\$34,107,843	\$46,258,115	\$39,727,790
		Number of key partners	126	145	187	324
5	Partnership Projects for Change, Improvement & Innovation	Number of partnership projects	85	82	100	104
		Income from partnership projects	\$10,083,442	\$10,894,087	\$19,292,462	\$26,269,857
		Number of key partners	347	317	601	626
6	Consultancies	Number of consultancies	13	9	11	13
		Income from consultancies	\$2,096,447	\$1,827,045	\$3,681,303	\$2,308,920
7	Professionals Engaged in Academic/ Professional Programmes	Number of programmes involved	35	30	59	65
		Number of teachers engaged	89	64	82	30
		Number of principals engaged	16	42	25	22
		Number of other professionals engaged	43	46	47	119
8	Commercialized R&D Products and Intellectual Properties(IPs)	Number of commercialized R&D products/ IPs	5	2	4	10
		Income from the R&D products/ IPs	\$3,615	\$60,000	\$8,375	\$320
9	Social, Community and Cultural Engagement	Number of public lectures/ symposiums/ exhibitions and speeches to a community audience	229	244	296	410
		Number of performances and exhibitions of creative works by staff or students	19	19	34	44
10	Staff Engaged as Professional Consultants or Members of External Advisory Bodies	Number of staff engaged	32	67	87	109
11	Student Engagement	Number of student internships/ placements	2,490	2,554	2,739	2,787
12	Publicity or Media Exposure	Number of publicity or media exposure related to KT, including print, on-line and electronic media	--	1,131	1,239	1,242
13	Nexus between Research and Teaching	Number of academic staff using research in teaching/ course activities	248	270	288	298
		Percentage of academic staff using research in teaching/ course activities	78.7%	83.3%	85.7%	94.6%
		Number of academic staff using teaching as research	124	163	179	165
		Percentage of academic staff using teaching as research	39.4%	50.3%	53.3%	52.4%
14	Publications with Local and Regional Impacts	Number of publications directly relevant to improvement, innovation and development of professional/educational practices/ policy development	732	684	787	833

## Notes:

1. All the incomes generated are in HK\$.

