

## **Research Assessment Exercise 2020 Impact Overview Statement**

**University: Hong Kong Baptist University**

**Unit of Assessment (UoA): 41 Education (incl. curriculum & instruction, education administration & policy and other education)**

**Total number of eligible staff of the university in the UoA: 14**

### **(1) Context**

Established in 1989 and housed in the Faculty of Social Sciences, the Department of Education Studies (the Department) is a leading teacher education and educational development institute with local commitment and global vision. We aspire to conducting innovative research that informs education and related practices and adding new insights to the body of knowledge of our disciplines, thereby creating impact on students, teachers, school curricula and systems, as well as the wider community. We also offer a comprehensive range of pre-service and in-service teacher qualification programmes, professional continuing education courses for teachers, school middle managers and principals, and research-led postgraduate programmes in education-related disciplines.

Our research aims to (a) enhance school effectiveness through devising innovative pedagogies and curricula, (b) promote student well-being, and (c) advocate for educational policy changes and equity. The impact case study presented in this RAE is an exemplar of our research that devises innovative pedagogies using e-learning and informs government policy on English Language education. The main non-academic user groups and beneficiaries of our research are teaching professionals, students, and the community. Impacts are created through research studies that inform education policies, develop innovative school curricula, refine pedagogical practices, sustain teacher development, and establish innovative programmes that promote student and social well-being. Examples of our research work that produce these impacts include: devising innovative e-learning pedagogy; developing moral and emotion education packages for kindergarten children; developing music education curriculum for students with special educational needs; exploring innovative pedagogy in mathematics education; and building intergenerational learning communities among secondary school students, university students, and community elders that promote positive youth development and community engagement. Our research endeavours carry impacts on the wider regional and international professional sectors. This is evidenced, for example, by consultancy projects on music curriculum development commissioned by the Macau Government, and collaborative practice-based research on Mathematics Education with scholars in Italy and Israel.

### **(2) Approach to impact**

Our Department promotes scholarship of teaching and learning by engaging in research that links academic knowledge and professional practice, grounding our work in discipline-specific and pedagogic knowledge and research, and disseminating research outcomes to stakeholders including schools, practitioners, and policy-makers. In this assessment period, colleagues drew on their research expertise and findings to secure competitive-bid funding for the implementation of impact-based consultancy projects and programmes. These funds were from Education Bureau, Education and Youth Bureau of Macau as well as local schools. These projects and programmes include reviewing English Language curriculum in Hong Kong and building online assessment resources for English teachers, providing research-based school support services for Mathematics teachers, researching and developing Music Curriculum Guide for teachers in Macau, and promoting school management leadership. They exemplify the impact of our research findings through enhancing subject-based curriculum and pedagogical practices, creating influence on planning or management of curriculum and

pedagogy, and developing resources to enhance teaching and learning. Furthermore, our research projects on intergenerational learning communities, ethnic minority students, and special educational needs have created impact by contributing to participants' enhanced understanding and awareness of issues concerning youth development, aging and educational equity respectively. These impacts were delivered through professional development programmes for teachers and related personnel on learning communities, inclusive education, and education equity.

The reach of our research impact has been supported through our strong partnership with schools, professional organizations, and government offices sustained through the Department's Practicum and School Partnership Office, and its Educational Leadership Committee. These committees which work closely with schools, Education Bureau (EDB) and local professional education bodies on designing and delivering research-linked professional development programmes for teachers and school principals.

### **(3) Strategy and plans**

- Establishing research infrastructure for spearheading knowledge transfer: Our two research centres, the Centre for Child Development and the Centre of Learning Sciences, have secured external grants including highly competitive grants from General Research Fund, Public Policy Research Fund, and Quality Education Fund, and internal grants within this RAE assessment period, focusing on moral education, media literacy education, mathematics education, social and emotional learning, and special education needs. These two centres provide key platforms for disseminating research output, reaching out to users and beneficiaries, and establishing impact.
- Building and sustaining networks with schools and practitioners for extending the reach of research impact: The Department works closely with its graduates through its Alumni Association which comprise of a wide network of teachers and principals. Furthermore, we have maintained strong partnership with local and international professional bodies including Hong Kong Association for Mathematics Education, Hong Kong Association for Educational Communications and Technology, World Leisure Organization, and International Society for Teacher Education.
- Providing resources from Departmental, Faculty and University funds to develop impact-oriented initiatives: Colleagues involved in the Impact Case Study utilized an internal Knowledge Transfer Partnership Seed Fund for implementing outcomes of their consultancy project that built online assessment resources for teachers and students. Another team of colleagues received the University's Strategic Development Fund that supports its learning community project, which brought about impacts on youth and community well-being as well as innovation in pedagogical practices.
- Serving on key government advisory or consultative committees that have bearings on education-related initiatives and policies: Our colleagues are appointed to key committees, including Hong Kong Examination and Assessment Authority, and Steering Committee on Strategic Development of Information Technology in Education. They draw from their research expertise to impact on curriculum and assessment development in Hong Kong.

### **(4) Relationship to case studies**

The impact case study on "Instigating a Paradigm Shift in English Language Education in Hong Kong" is an exemplar of the Department's approach to achieving impact on curriculum policies and pedagogical practices in the changing environment of Hong Kong. The case study explicates how a paradigm shift in English Language education is achieved through evaluating the effectiveness of curriculum reform in Hong Kong and leading to the government's shift in promoting the application of the new pedagogy of e-learning on student adaptive learning in English Language education.