



Supporting Multicultural Dreamers and their Dreamkeepers in Culturally Relevant Chinese Language Learning for Social Inclusion

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Summary of the Impact

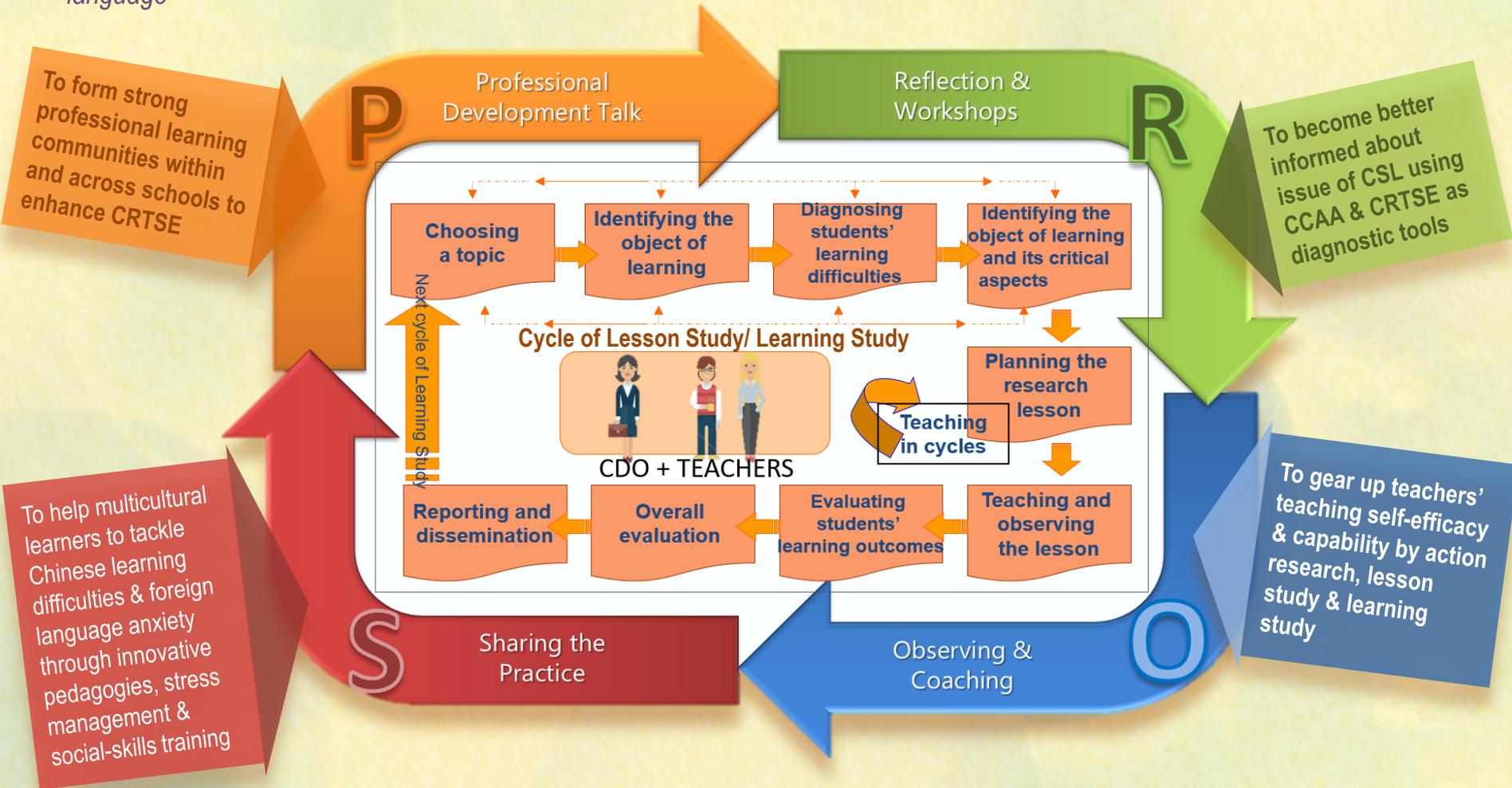
- The rapid growth of globalization and immigration pose great challenges to teachers in Hong Kong. Our research has developed into an effective Chinese curriculum for supporting multicultural students with difficulties in learning Chinese in primary schools, and has achieved impact locally and internationally.
- Currently, there is no good measure to identify CD students' difficulty in learning Chinese. Based on our prior research, our research team developed the Chinese Character Acquisition Assessment (CCAA) to assess the L2 students' Chinese abilities in preschool and primary levels (3.1). CCAA inspired us theoretically the components of developing literacy skills in children learning to read, and pedagogically the components of Professional Development (PD) to develop multicultural children to learn Cantonese Chinese.
- To understand the urgent needs of teachers teaching CSL, the Culturally Responsive Teaching Self-Efficacy (CRTSE) Scale was developed as a psychometrically robust and culturally relevant effective instrument to assess teachers' self-efficacy in supporting Chinese literacy in multilingual students. Through exploratory and confirmatory factor analysis, our project identified a significant five-factor structure: efficacy of 1) accommodating diversity, 2) creating positive and trusting relationships, 3) developing a school-based curriculum, 4) enlisting parental involvement, and 5) being aware of cultural differences.
- Understanding most language teachers had little opportunity to learn how to teach CSL to multicultural students and the amount, scope, and quality of professional development provided to them is inconsistent and fragmented. A 2-tiered Professional Development (PD) Model, inspired by the Variation Theory and Learning Study, has been developed to equip teachers the capability of teaching CSL in primary school. The first layer called "PROS" involving in **P**rofessional Development Talks, **R**eflection and Workshop, **O**bserving & Coaching, and **S**haring the Practice. The second layer is the onsite school-based support that put the knowledge and pedagogy learnt in PROS into practice with classroom-based research like action research, lesson study or learning study.

Summary of the Impact

- This 2-tiered PD Model for teachers that contributes to teacher engagement in classroom-based research in helping multicultural students learn Chinese. The collaborating teachers showed an increase in their Culturally Responsive Teaching Self-Efficacy ($t = 3.74, p < .01$). Network Analysis on teachers' dissemination revealed that they were able to connect theory and practice. This model shed light on equitable educational opportunity in public education. The total CCAA score of the students in the post-test is 144.05, which is 62.24 higher than the score in the pre-test (81.81), showing that HKU team have a great impact on students' performance on Chinese character acquisition ($t = 20.58, p < .01$).
- Totally there were 56 presentations by teachers in the "Sharing seminar" of PROS. In addition, there were 40 paper or poster presentations by teachers in three territory-wide conferences. This showed the sustainability of this innovative PD Model. The project benefited directly more than 1500 students and 183 teachers with 792 on-site school visits in form of collaborative lesson planning, peer lesson observation and post-lesson conferencing. There are 36 modules of PROS benefited 1113 teachers from >100 schools.
- A tailor-made Social Skill Training was provided to 50 multicultural students of four schools to solve the problem of foreign language anxiety. Stress management related to teaching CSL was provided to 300 teachers from 20 schools in QEF project.
- The mean scores of the questionnaire survey conducted by EDB to all collaborating schools is 87.2% which is the highest among all USP projects. A Letter of Appreciation was sent by EDB to the PI at the completion of project. The keynote speech delivered in the territory-wide conference and the invited symposium in EARLI 2017 and paper presentations in AERA in 2015-18 have reached hundreds of local and international educators and practitioners.

Underpinning Research (1)

An outline of underpinning research: An Innovative 2-tiered Professional Development Model to Empower Teachers' capability in the L & T of Chinese for Multicultural Learners that links to the research of lesson study/ learning study and the second language



A 2-tiered Professional Development Model has been developed to prepare culturally & linguistically responsive teachers and to improve teachers' efficacy in developing effective pedagogies for multicultural learners to learn Chinese (Intra-school & Inter-school levels)

Underpinning Research (2)

Research on University-School Collaboration in the Learning and Teaching of Chinese for Multicultural Learners & our team

- **3 External Grants**

- Accommodating Diversity: Supporting the Learning and Teaching of Chinese Language for non-Chinese Speaking Students in Primary Schools (2014-17). Funded by Education Development Fund, University-School Partnership Programmes, completed, HK\$ 12,322,000.
- Facilitating transition to primary schools of NCS students: Coping with challenges of foreign language anxiety in learning Chinese, social integration and social participation (2016-19). Funded by the Quality Education Fund, in progress. HK\$3,000,200.
- Enhancing Teaching Efficacy and Creative Teaching and Learning Chinese for Hong Kong's non-Chinese students in Primary Schools (2015-2018). Principal Investigator. Funded by Hong Kong Research Grants Council GRF Award, newly funded. HK\$308,982 (RGC project code: HKU 17606715).

- **2 Internal Grants**

- Social Inclusion Fund Social Inclusion Activities Grant (2014-15)
- Seed Funding Programme for Basic Research

Team members

Dr. Wai Ming CHEUNG

- PI of the 2 external & all internal projects and was responsible for the overall design in research, school-based curriculum development and PROS professional development program

Dr. Sau Yan HUI

- Co-I of "Accommodating Diversity" project and was responsible for the professional talk of PROS professional development program.

Ms Elaine Wong, Dr. Serene Chan

- Curriculum developers in the USP project supported by the Education Development Fund
- Responsible for the curriculum design, school-based support and "Reflection & workshop" and "Observation & coaching" for PROS professional development program
- Responsible for working with teachers to conduct action research, lesson study and learning study
- Help the co-I launch social-skills training and stress management

Dr. Yanli Huang & Dr. Stephanie Wing Yan Chan

- Post-doctoral Fellow in USP and GRF projects
- Responsible for measures development, coordination of data collection, data processing and data analysis

Underpinning Research (2)

Research on University-School Collaboration in the Learning and Teaching of Chinese for Multicultural Learners

Key Publications

- Chan, S. W. Y., **Cheung, W. M.**, Huang, Y., Lam, W.I. and Lin, C. (accepted). Development and Validation of the Chinese character acquisition assessment for Second-language Learners in Hong Kong. *Language Testing*. (peer-reviewed, ISI impact factor 1.431)
- Marton, F., **Cheung, W.M.**, & Chan, S.W.Y. (2019). The object of Learning in Action Research and Learning Study, *Educational Action Research*, DOI: 10.1080/09650792.2018.1489873.
- **Cheung, W. M. (Ed.)**. (2018). *The Power of Teacher Collaboration in Culturally Diverse Environment*. Hong Kong: Centre for Advancement of Chinese Language Education and Research (CACLER), Faculty of Education, the University of Hong Kong. (written in Chinese).
- **Cheung, W. M. (Ed.)**. (2017). *From Collaboration to Excellence: A Teacher's Guide to Better practice for Multi-cultural Learners*. Hong Kong: Centre for Advancement of Chinese Language Education and Research (CACLER), Faculty of Education, the University of Hong Kong. (written in Chinese).
- **Cheung, W. M. (Ed.)**. (2015). *From Helpless to Mutual Help: the Handbook of teaching Chinese to Ethnic Minority Primary Students for Chinese Teachers*. Hong Kong: Centre for Advancement of Chinese Language Education and Research (CACLER), Faculty of Education, the University of Hong Kong. (written in Chinese).
- Tsang H.W.H., **Cheung W.M.**, Chan A.H.L., Fung K.M.T., Leung A.Y. and Au D.W.H. (2015). A Pilot Evaluation on a Stress Management Programme Using a Combined Approach of Cognitive Behavioural Therapy (CBT) and Complementary and Alternative Medicine (CAM) for Elementary School Teachers, *Stress and Health*, 31 (1), 35-43. (peer-reviewed, ISI impact factor 2.114)
- **Cheung, W. M.**, & Wong, W. Y. (2014). Does Lesson Study Work? A Systematic Review on the Effects of Lesson Study and Learning Study on Teachers and Students. *International Journal for Lesson and Learning Studies*, 3, 137-149. (Dr. Cheung was awarded the highly received the Highly Commended Paper Award in the 2015 Emerald Literati Network by the prestigious Emerald Group Publishing Limited)

Key Conference Papers

- **Cheung, W. M.**, & Huang, Y. (2019). The Effects of Social Skills Training on L2 Speaking Proficiency and foreign language anxiety in language minority children. Paper presented at the American Educational Research Association 2019 Annual Meeting, Toronto, Canada.
- Chan, S. W. Y., **Cheung, W. M.**, & Huang, Y. (2018). Do ethnic minority children have equity on the starting line? Paper presented at the American Educational Research Association 2018 Annual Meeting, New York, USA.
- **Cheung, W. M.**, Huang, Y., Chan, S. W. Y., & Tsang, H. W. H. (2018). Culturally responsive teaching self-efficacy on second language teaching to advance public education. Paper presented at the American Educational Research Association 2018 Annual Meeting, New York, USA.
- **Cheung, W. M.**, Huang, Y., Wong, W.Y. & Tsang, H.W.H. (2017). The validation and exploration of the Chinese culturally responsive teaching self-efficacy. Paper presented in the 17th Biennial conference of the European Association for Research on Learning and Instruction (EARLI). Tampere, Finland.

Underpinning Research (3)

Contextual Information & The Promise of Collaborative Efforts

Hong Kong's ethnic minority (EM) population expanded by over 70% from 2006-2016 (Census and Statistics Department, 2017). The emergence and urgency of the issue of EM students' L2 learning is reflected in the HK Government's Policy Address, reports of Equal Opportunities Commission and international studies. Our research in understanding EM's challenges and developing teachers' professional development is timely with collaborative efforts locally and internationally :

GRF collaborator

- **Professor Ference Marton** (The Gothenburg University, Sweden)

The Education Development Fund collaborators

- **Professor Hector W.H. Tsang** (The Polytechnic University of Hong Kong)
- **Professor Shek Kam Tse** (The University of Hong Kong)
- **Dr. Joseph W.I. Lam** (The University of Hong Kong)

The Quality Education Fund collaborators

- **Professor Hector W.H. Tsang** (The Polytechnic University of Hong Kong)

Underpinning Research (4)

Innovativeness in Supporting Multicultural Students learning Chinese with inquiry-led approaches and PROS for teacher engagement in research

- Globalization leads to the increasing number of minority language learners in Hong Kong classrooms with different languages and different language proficiencies who face great obstacles in learning Chinese. Their teachers also lack the capability to teach Chinese as a second language. The projects (USP, QEF and GRF) would generate important findings of CSL literacy instruction and stress management which is critically important as there is a dearth of such research (see key publications).
- A 2-tiered Professional Development Model, inspired by the Variation Theory and Learning Study, has been developed to equip teachers the capability of teaching Chinese as a second language in primary schools. This 2-tiered professional development model for teachers contributes to teacher engagement in classroom-based research like lesson study and learning study in helping students learn Chinese. Such outcomes improved teachers' capability to connect theory and practice.

Underpinning Research (5)

Significance of key findings in Supporting Multicultural Students learning Chinese with inquiry-led approaches and PROS for teacher engagement in research

- The USP team is the vanguard in research examining the linguistic and educational needs of multicultural learners and their teachers: The development and validation of the Culturally Responsive Teaching Self-Efficacy (CRTSE) Scale for teachers and the Chinese Character Acquisition Assessment (CCAA) for multicultural learners are of upmost importance and contributions to L2 research.
- The manuscript related to lesson study and learning study in *International Journal for Lesson and Learning Studies* was awarded the Highly Commended Paper Award in the 2015 Emerald Literati Network Award by Emerald Group Publishing Limited
- The effectiveness of 2-tiered Professional Development Model in terms of teachers' culturally responsive teaching self-efficacy and the interview reflected the practical relevance and the interactions between these 2 layers of the model. This model shed light on a powerful Hong Kong model of the professional development that attracted the interest of international scholars like Prof V. Murphy from Oxford University and Dr Kullberg in Gothenburg University. Paper presentations in AERA in 2015-19 and the invited symposium in EARLI 2017 have reached hundreds of local and international educators and practitioners

Engagement (1)

Engagement Process

- The curriculum developers of the HKU team used the Culturally Responsive Teaching Self-Efficacy (CRTSE) Scale and the Chinese Character Acquisition Assessment (CCAA) to examine the specific needs of schools, teachers and multicultural students for diagnostic purpose with a Chinese context. Later on the PI of the projects used these data as a reference to set the most appropriate topics of PROS and training of curriculum developers and teachers.
- The projects (USP, QEF and GRF) developed an effective 2-tiered professional development model for primary school teachers who strive to provide multicultural learners with high-quality Chinese literacy instruction and stress management. Thus, teachers' CRTSE improved as a function of participating in this project as shown in the impact achieved (slide 13-20).
- Pedagogically, the effectiveness of the PROS Professional Development Programme and classroom-based research have evidence-based ways of supporting teachers to employ innovative CSL strategies to accommodate diversity, develop sensitivity to cultural differences, develop school-based curricula and nurture a trusting relationship with students.

Engagement (2)

External Partners



Education Bureau 17 Partner Schools With Intensive On-Site Support

- A. Tsuen Wan Trade Association Primary School
- B. Bui O Public School
- C. Kam Tin Mung Yeung Public School
- D. Yuen Long Po Kok Primary School
- E. Asbury Methodist Primary School
- F. Chinese Y.M.C.A. Primary School
- G. Delia (Man Kiu) English Primary School
- H. LKWFSL Lau Tak Yung Memorial Primary School
- I. Salesian Yip Hon Primary School

- J. Shamshupo Kaifong Welfare Association Primary School
- K. SKH Tin Shui Wai Ling Oi Primary School
- L. The Salvation Army Lam Butt Chung Memorial School
- M. North Point Methodist Primary School(AM)
- N. North Point Methodist Primary School(PM)
- O. Po Kok Primary School
- P. Tung Koon District Society Fong Shu Chuen School
- Q. ELCHK Lutheran Academy

22 Partner Schools With Flexible Support

Engagement (3)

Innovativeness of the Engagement Approach

Our projects address the paucity of support for multicultural students and their teachers in L & T CSL in primary grades. The PROS PD Model provided 5 versions, a total of **36 modules** with **1113 teachers** from **>100** primary schools all over Hong Kong were trained.

In the first stage **“P”**, a series of *Professional Development Talks* is held on topics related to promoting Chinese language learning in culturally diverse classrooms.

This is followed by **“R”** – *Reflection and Workshop*, which encourages the participants to immediately use the same set of newly introduced learning resources but vary different strategies they learnt from the Professional Development Talk (P) to suit the needs of different students.

In **“O”** – *Observing & Coaching*, the participants were then encouraged to implement their learning into authentic classroom-based practice. On-site coaching and lesson observation was provided for participants in individual schools by curriculum developers to facilitate teachers' application of their learning from “P” and “R” in their classrooms catering the needs of the specific group of students.

In **“S”** – *Sharing the Practice*, participants from different schools come together to share their lesson designs, implemented lessons and their reflections as a mean of knowledge exchange among the learning community and empowerment of the teacher's capacity. There were totally **56 presentations** in various sharing seminars where teachers shared their challenges, progress and good practices. Researchers then investigated the student and teacher change.

Prof Murphy from University of Oxford remarked that:

“The way in which engagement activities, for both practitioners and academics, was built in to this project and implemented was truly remarkable and inspirational and serves as a ‘best practice’ model for how educationally relevant research projects should be organized. In short, the quality of the engagement process is superb.” (Appendix 5)

Impacts Achieved (1)

Beneficiaries of PROS Professional Development Programme

PROS 1.0

(2014-15)



以聽帶讀



以說帶讀



高效部件識字



夢遊多元文化
閱讀仙境



教中文·
無壓力(一)



教中文·
無壓力(二)



教中文·
無壓力(三)



故事大觀園



潛行寫作空間

PROS 2.0

(2015-16)



閱讀層層疊



圖書龍虎榜



念念不忙的
閱讀策略



多元文化共融

PROS 3.0

(2015-16)



字詞閱讀層層疊



閱讀奇緣



寫作的天空



學好中文·一個不能少



說聽喚起讀寫



評估心靈雞湯

PROS 4.0

(2016-17)



情深繪本未曾寫



帶著自主去學習



擬題、評估心靈濃湯



壓力放暑假

PROS 5.0

(2016-17)



詞句教學新提案



隨行隨寫



作文如此繽紛



當自主學習遇上中文



反轉博物館



壓軸好戲

PROS 1.0

(2017)



蓄勢待寫

情深繪本親子樂



幼小銜接新實力

PROS 2.0

(2017-18)



校本繪本獨家試看



吸詞大法



自主學習新體驗



蓄勢待讀

Total no. of
modules:

36

Total no. of
SCHOOL
participated:

>100

Total no. of
TEACHER
participated :

1113

Impacts Achieved (1)

Beneficiaries of On-site School Support



Total no. of
on-site school
visits:

792

Total no. of
school benefited:

39

Total no. of
Teachers
benefited:

183

Total no. of
Students
benefited:

1500

There were 56 presentations offered at 'sharing seminars' where collaborating teachers gathered to share findings, progress, challenges, and outcomes with practitioners and researchers.

Impacts Achieved (2)

Nature & Extent of the Impact

HKU team developed a series of high quality, culturally responsive picture books with teachers to engage young multicultural students' Chinese reading.

Teachers become authors—
Changes in CSL resources and pedagogies



Mr Lam Hiu Lun from our collaborating Bui O Public School led 4 PGDE in-service teachers in the PGDE Experiential Learning to write picture books for multicultural learners. He was awarded “InnoPower@JC: Fellowship for Teachers and Social Workers” in 2019 to continue pursue his dream of writing picture books for CD students.



Post-Experiential Learning Reflection by a PGDE student, Miss Wong:
“This experiential learning project was inspired by PROS 4.1 ‘Making Authentic Picture Books to enhance multicultural learners’ reading’ to write up a picture book for multicultural learners and provides me with an opportunity to design a lesson with activities like reading, games, drawing and sharing to engage multicultural students. These are good experiences to equip and prepare myself for future teaching.”

Impacts Achieved (2)

Nature & Extent of the Impact

Teacher Change

Teachers' comments on the impact of the intervention (PROS & On-site Support) on **Professional development** (excerpt of interview data)

Before Intervention	After Intervention
Not determined to launch new strategies...	The innovative strategies developed in the PROS by the USP team helped us gain knowledge and skills of CSL . Through collaborative planning meetings with the curriculum developer from USPP Team, me and my colleagues changed our practices through action research, lesson study or learning study and implemented new ideas into language classrooms . The curriculum developer also enabled us to share knowledge within my school .
Lack of direction...	Joining the PROS program made me realize that, even if the same teaching method is applied, teachers from different schools have different approaches to handle teaching . The "R" session gave me the opportunity put theories into practice . Under such network-building context, I am very determined to launch new strategies and gain a lot in professional development .
Feeling helpless & lonely...	The collaborative lesson planning made me feel that I am in a learning community . The USP team facilitated partnerships and boosted my teaching self-efficacy to accommodate diversity and to trust my colleagues and my students coming from Pakistan, India, Nepal...

School Principal and Panel Chairpersons' comments on the impact of the intervention on **Curriculum & Pedagogy** (excerpt of interview data)

We were benefited by the **rich and evidence-based resources** developed from collaboration. This project equipped our teachers to reflect on how to develop them **into school-based materials and write picture books with different cultures** that suit our students most.

With the teaching strategies and tiered-lesson framework, **pedagogy became more diverse**. The teaching embodies theoretical support and is well-supported by the data collected from pre-test and post-tests. Teaching strategies can continue to be promoted in the next teaching year and be improvised on, in order to **facilitate the sustainable development of curriculum**.

It is never easy to raise the Chinese level of non-Chinese speaking students(NCS) , yet it was very lucky of us to have worked with USPP Team on discussing Chinese teaching and **implementing new ideas into lessons and curriculums**. This allowed NCS to have a better path in getting access to Chinese learning and thus a smoother transition to the mainstream curriculum. Besides, through multiple times of collaborative lesson planning, teachers also went through **professional development** and were greatly inspired. I hereby would like to express my gratitude to the team.

Note. * $p < .05$, ** $p < .01$, *** $p < .001$.

		PRE Mean (SD)	POST Mean (SD)	t (df), Sig (2-tailed)
Factor 1***	Efficacy to accommodate diversity	66.49 (11.13)	70.15 (9.76)	3.83, $p < .001$
Factor 2**	Efficacy to create positive and trusting relationship	70.29 (11.48)	73.48 (10.87)	2.95, $p = .004$
Factor 3***	Efficacy to develop school-based curriculum	61.50 (13.21)	66.59 (12.53)	3.86, $p < .001$
Factor 4*	Efficacy to enlist parent involvement	58.28 (17.29)	62.28 (17.49)	2.41, $p = .017$
Factor 5	Efficacy to aware the cultural differences	48.15 (22.64)	50.81 (20.07)	0.83, $p = .410$
Overall***		63.94 (11.62)	67.64 (9.28)	3.74, $p < .001$

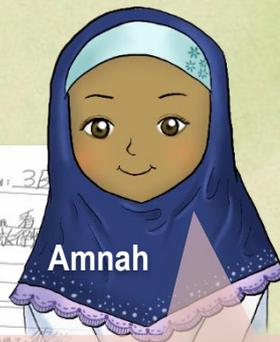
A Significant Improvement in Teachers' Culturally Responsive Teaching Self-Efficacy (CRTSE) from Professional Development (Cheung, Huang, Wong & Tsang, 2017)

Impacts Achieved (2)

Nature & Extent of the Impact

Student Improvement

It was raining during the activity. My groupmate held the umbrella and I wrote, then we switched roles and helped each other. I really like the “observation” activity before the writing session. I still remember phrases like “pool in hexagon shape”, “the flower that looks like a trumpet” and “round-bell shaped”.



Amnah

I like observing! After observation, I could write more. I still remember clearly the names of the flowers. I think after observation, I understood more about what I have to write and I get to like writing more. It was good to have the teachers around to help me but I hope in the future, I can try to complete the writing task by myself without the help of teachers.



Sarfaaz



INTERVIEWS

Teachers’ comments on the impact of the intervention (**PROS & On-site Support**) on Students’ performance (excerpt of interview data):

A Significant Improvement in Students’ Chinese Character Acquisition Ability (CCAA)
(Chan, Cheung, Huang, in preparation)

		PRE Mean (SD)	POST Mean (SD)	t (df), Sig (2-tailed)
A***	Meaning → Sound	18.20 (14.34)	31.33 (12.94)	11.68, p < .001
B***	Meaning → Form	9.48 (13.24)	17.91 (15.52)	13.86, p < .001
C***	Form → Sound	8.47 (11.68)	15.48 (14.19)	15.12, p < .001
D***	Form → Meaning	9.04 (13.04)	17.26 (15.51)	13.67, p < .001
E***	Sound → Meaning	12.11 (13.51)	17.34 (15.15)	11.54, p < .001
F***	Sound → Form	8.59 (12.07)	15.88 (14.42)	13.56, p < .001
Overall***		81.81 (76.84)	144.05 (66.03)	20.58, p < .001

Note. * $p < .05$, ** $p < .01$, *** $p < .001$.

Before Intervention

- We used to design worksheets every time before we start a writing lesson but students were not able to make good use of it. It seemed that the worksheet had been separated from the writing and became an extra burden to students.
- Despite the fact that teachers had given lots of guiding questions, students still seemed to lack ideas and direction in their writing, and the content were very vague. We prepared them with lots of materials but the students found them hard to digest.

After Intervention

- After attending the PROS programme and collaborative lesson planning with USPP team, we added an “observation activity” before getting students to write. It worked out very well in which students’ participation was way more active and initiative. They showed much interest and devotion in class.
- Students learnt how to use “observation sheet” to organize their ideas in writing, and this laid an excellent foundation
- Students’ technique in descriptive writing improved; they had better understanding on colours, shapes, similes and personification skills etc. Some of them were even able to raise creative ideas and connect the writing to their daily experience.

Impacts Achieved (2)

Evidence of sustainable impacts: benefiting all teachers in HK

Three books published to conceptualize the knowledge and strategies we generated from the USP project. The books are of such high quality that the EDB invited us to upload the books in the EDB website to share knowledge with all teachers in HK.



Website to disseminate good practices of CSL:
<https://www.hkuuspp.com/>



also upload to EDB website

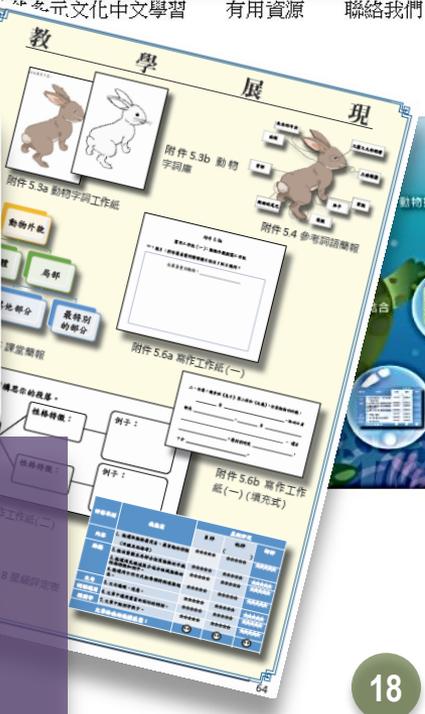
動物寫生記 教具



- 附件5_1_自擬文本_兔子.pdf 下載檔案
- 附件5_2_自擬文本_烏龜.pdf 下載檔案
- 附件5_3a_動物字詞工作紙.pdf 下載檔案
- 附件5_3b_動物字詞庫.pdf 下載檔案
- 附件5_4_參考詞彙簡報.pdf 下載檔案
- 附件5_5_課堂簡報.pdf 下載檔案
- 附件5_6a_寫作工作紙(一).pdf 下載檔案



Resources developed from evidence-based practice



Impacts Achieved (3)

Evidence of the improvement made

Review conducted by the Education Bureau (EDB) independently showing strong measurable impact. Teachers' Feedback from 39 collaborating schools (highest response rate among all USP projects: 87.2%) showing our professional support has improved their design & strategies, facilitated school-based curriculum development, & enhanced L & T

Survey conducted by EDB to all participating schools

■ This project is relevant to our L&T	90.00%
■ This team has rich knowledge & experience	90.00%
■ Teachers actively participate in the project	90.00%
■ Teachers will sustain the strategies learned from this project	90.00%
■ Diversify the use of teaching resources and activities	90.00%
■ Enhance teachers' professional exchange	86.00%
■ We are satisfied with the quality of this team	86.00%
■ We plan collaboratively	86.00%
■ We reflect professionally	86.00%
■ Cater for the diversity of students	86.00%
■ Help us understand the needs of multicultural learners	84.00%

EDB's Letter of Appreciation



中華人民共和國香港特別行政區政府總部教育局
Education Bureau
Government Secretariat, The Government of the Hong Kong Special Administrative Region
The People's Republic of China

本局權號 Our Ref.: () in L/M (8) to EDB(SBPS)/USP/1/1/17(1) 電話 Telephone : 2152 3229
來函標號 Your Ref.: 傳真 Fax Line: 2152 3223

20 December 2017

Dr. Cheung Wai Ming
Centre for Advancement of Chinese Language Education and Research
Faculty of Education
Room 621, Meng Wah Complex
Pokfulam Road, The University of Hong Kong

Dear Dr. Cheung,

University-School Support Programme
Accommodating Diversity: Supporting the Learning and Teaching of Chinese Language for
non-Chinese Speaking Students in Primary Schools (2014-2017)

Upon the completion of the captioned University-school Support Programme, I wish to convey our heartfelt gratitude to you and your project team in providing the professional school-based support services to build up schools' capacity to take forward education reform measures. We are also pleased to inform you that the captioned Programme is well-received by the participating schools and according to the feedback from the teachers, the professional support has improved their teaching design and strategies, facilitated school-based curriculum development, and enhanced learning and teaching effectiveness.

Once again, many thanks for your valuable contributions to the University-School Support Programmes. We look forward to future collaborations with you.

Yours sincerely,

(Ms LEE Oi-lan, Anna)
for Secretary for Education

Impacts Achieved (3)

Evidence of the improvement made

Widening the project's impact through dissemination in international peer-reviewed journals and conferences

International Award & Recognition

Dear Dr Wai Ming Cheung,

Congratulations again on your paper "Does Lesson Study Work? A Systematic Review on the Effects of Lesson Study and Learning Study on Teachers and Students" published in *International Journal for Lesson and Learning Studies* being selected by the journal's editorial team as a Highly Commended paper in the 2015 Emerald Literati Network Awards for Excellence.

Promote your success!

The web page of all winners is now live:

<http://www.emeraldgroupublishing.com/authors/literati/awards.htm?year=2015>

Your paper is now **freely available until the end of July 2015**.

Please do make the most of this global recognition and free access to your paper by sharing this link with friends and colleagues including, if appropriate, your own press office.

About your certificate

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Again, many congratulations on your award.

Best regards,

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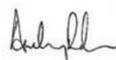
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Invited Symposium

Cheung, W. M., Chan, S. W. Y., & Tsang, K. K-H. (2017). *The contributions of Learning study to teaching engagement in research in an Asian setting*, invited by Dr Angelika Kullberg to present the paper at the invited symposium in the 17th European Conference for Research on Learning and Instruction, Tampere, Finland. <https://earli.org/sites/default/files/2017-09/EARLI2017-PROGRAMME-0109.pdf>

International Award

Cheung, W. M., & Wong, W. Y. (2014). Does Lesson Study Work? A Systematic Review on the Effects of Lesson Study and Learning Study on Teachers and Students. *International Journal for Lesson and Learning Studies*, 3, 137-149. (peer-reviewed, received the Highly Commended Paper Award in the 2015 Emerald Literati Network Award by Emerald Group Publishing Limited)