

Keynote (I)

Planning, executing, and analysing longitudinal studies on children’s development

Prof. Kerry LEE

Yew Chung College of Early Childhood Education

Cross-sectional studies that examine the cognitive and environmental correlates of children’s development are relatively easy to plan and execute but are becoming harder and harder to publish: for good reasons. Development, by definition, takes time. Most of our hypotheses regarding cognitive and environmental correlates concern how changes in such correlates are expected to result in changes in children’s development in the future. Simulation studies have shown that using cross-sectional data to test such hypotheses can result in errors in estimation. I will talk about various statistical models that can be used to study developmental changes. Using several longitudinal studies I have conducted in the past, I will share some of the intricacies and difficulties in running such models. I will also share some insights on the practical aspects of running such studies.

Biography



Professor Kerry Lee joined the Yew Chung College of Early Childhood Education as President and Chair Professor in November 2024. He was previously the Head of the Department of Early Childhood Education and Director of the Centre for Educational and Developmental Sciences at the Education University of Hong Kong. Prior to arriving in Hong Kong, he served at the National Institute of Education in Singapore and Bond University in Australia. Professor Lee earned his bachelor’s degree from the University of Sydney and his doctorate from Macquarie University in Sydney, Australia. Trained as a cognitive developmental psychologist, his work focuses on mathematical achievement, working memory, and the development of executive functioning. He has published in some of the top journals in the field and is an associate editor of *Learning and Individual Differences*. In addition to his work in Hong Kong, he is also an adjunct Professor at Mahidol University in Thailand.

Keynote (II)

The importance and global surveillance of 24-hour movement behaviours in young children

Prof. Amy HA

The Chinese University of Hong Kong, Faculty of Education

Much research was conducted to demonstrate the benefits of regular physical activity on the health and well-being of children. Likewise, other forms of movement behaviours, including sleep and sedentary time, also contribute to children's health. As such, the World Health Organization (WHO) has developed guidelines on children's time spent in various types of movement behaviours within each 24-hour day. To understand the global prevalence of these behaviours, the Sunrise study was setup to conduct surveillance of 24-hour movement behaviours in young children internationally. At present, the study is participated by scholars from over 70 countries from 6 continents around the world. In this seminar, Professor Amy Ha will introduce the WHO's 24-hour movement behaviour guidelines announced in 2019, and present related research work done both locally and globally. Further details of the Sunrise international study will be introduced, and some preliminary findings of the project will be shared. During the seminar, Professor Ha will also share how local kindergartens could participate in or contribute to this important global initiative.

Biography



Professor Amy Ha's research interests include sports pedagogy, family-based physical activity, fundamental movement skills, application of information technology in quality physical education, and physical literacy. She served as Chairperson of the Department of Sports Science and Physical Education, The Chinese University of Hong Kong (CUHK) between 2009 and 2015. From 2015 to 2023, Professor Ha also served as the Associate Dean for Research at the Faculty of Education, CUHK. Since 2018, she has served as the Chief Investigator (Hong Kong) of the **SUNRISE** study, an international surveillance study, observed by the **World Health Organization** (WHO), on young children's 24-hour movement behaviours. The project involves academics from 71 countries across six continents. Results of SUNRISE will serve as key evidence for the review and revision of WHO's global physical activity guidelines for children in early years, which will have profound impact on local and international guidelines and policies. Professor Ha published in impactful journals, including *Lancet* (2023 Impact Factor [IF]: 98.4, rank 1 in its category), *JAMA Pediatrics* (2023 IF: 24.7, rank 1), and *International Journal*

of Behavioral Nutrition and Physical Activity (2023 IF: 5.6, rank 4). Her research work was acknowledged by colleagues at CUHK: She was awarded the **Outstanding Research Impact Award** (2022-23), and the **University Research Excellence Award** (2014-15, 2021-2022).

Apart from research significance, Professor Ha's work has led to great impact in terms of children's physical activity and health. As the Founder and President, she represented the Hong Kong Rope Skipping Association, China to receive **the Leader of the Year 2016 Award** from the Sing Tao Newspaper Group. In the 2020 **Research Assessment Exercise** (RAE), she was invited to submit an impact case based on her research to represent SSPE of CUHK. The impact case showcased her research and community work on the promotion of rope skipping, that impacted over 390,000 individuals. The Fun to Move@JC (2017-2023) project, also led by Professor Ha, further reached over 50,000 beneficiaries that included children, parents, and teachers from over 100 schools in Hong Kong.

Invited YSA Address

**Family Socioeconomic Status Predicts Child Executive Functions:
Child Routines as a Mediator**

Ms. Xinying ZENG

The Education University of Hong Kong, Department of Early Childhood Education

Executive functions (EFs), encompassing working memory, inhibitory control, and cognitive flexibility, have consistently emerged as foundational skills for learning, self-regulation, and adaptation (Diamond & Lee, 2011). Importantly, EFs serve as one of the most robust predictors of child developmental outcomes (Kao et al., 2018). During early childhood, children's EFs development is significantly influenced by contextual factors, with family socioeconomic status (SES) being a particularly influential factor (Lawson et al., 2018). Families with lower SES tend to have more stressors (e.g., financial strain, crowding, noise and household chaos) (Merz et al., 2019). This unpredictable and overstimulating home environment can be detrimental to the development of child routines, which may further predict lower child EFs (Marsh et al., 2020; Vernon-Feagans et al., 2016). Furthermore, parents from lower SES families may have reduced awareness and resources to effectively supervise and support their children in developing daily routines (Hale et al., 2009). However, to date, there is a lack of research exploring the role of child routines in the underlying mechanisms through which family SES is related to EFs.

Purposes and research question(s) of the study

This study aimed to examine the mediation role of child routines in the association between T1 Family SES and T2 Child EFs.

Research question:

Does T1 child routines mediate the association between T1 Family SES and T2 Child EFs?

Methods used

The final sample included 183 families with preschool-aged children (50.3% girls; Mage = 68.86 months, SD = 5.63) and their mothers. At Time 1 (T1), mothers completed the demographic survey on monthly household income and their education level, which were calculated as a composite score of family SES. Mothers also rated on their children's routines at T1. At Time 2 (one month after T1), a total of 169 children completed four EFs tasks assessing the three core components of EFs, which were calculated as a composite score of EFs. Structural equation model (SEM) was then used to examine the mediation model.

Findings and implications

The mediation model was a good fit to the data after controlling for child gender and family status. Although the direct effect of T1 family SES on T2 child EFs was not significant, there was a significant indirect effect through T1 child routines. Specifically, T1 family SES was positively related to T1 child routines, which in turn positively predicted T2 child EFs.

Findings revealed the crucial role of child routines in mediating the association between family SES and child EF. This study highlights the significance of recognizing the potential risks to child EFs in low SES families. We propose that promoting child routines can be an effective approach in prevention and intervention programs among children from low SES families. This can include enhancing parental awareness and strategies to foster child routines, thereby supporting the development of EFs in children.

Biography



Xinying received her Master's degree in Child and Family Education from EdUHK and Bachelor's degree in Applied Psychology from HKBU. Prior to starting her Ph.D. journey, she worked as a research assistant at an ECE research institute.

Based on her previous study and work experience, she believes that family plays a significant role in child development. Thus, she is excited to explore how family influences child development and how to support parents to enhance their parenting practice, especially during the challenging period (e.g., transition to parenthood). She hopes to interact with people who share similar research interests.

Invited Symposium (I)

Supporting Families in Yuen Long's Pok Oi Kong Ha Wai Village

Dr. Larry CHING

*Hong Kong Metropolitan University, Li Ka Shing School of Professional and Continuing Education
(LiPACE)*

While personal growth is shaped by many factors, family upbringing is no doubt a key influence. Recognising the importance of parent education, HKMU has launched the HKMU Parenting Hub as a community initiative since 2023. The project is divided into different phases which includes: 1) a series of regular parenting courses as part of the Capacity Building Mileage Programme (CBMP) conducted in Sham Shui Po in collaboration with SoCO; 2) a lecture series titled 'Dialogue with Celebrities on Parenting Education' for the general public; 3) workshops on 'Parent-child Relationships and Communication' along with 'STEAM Play Workshops' conducted at Pok Oi Kong Ha Wai Village, a transitional housing site; 3) 'STEAM Play Workshops' held in partner kindergartens and 5) 'Grandparent and Grandchildren Learning Activities,' as the latest addition encompassed in the project.

By July 2024, more than 1600 individuals have engaged in these courses and activities, with nearly a quarter from underprivileged grassroots families. As an on-going project with its scale extended to serve more families, an integration with the existing Early Childhood Education (ECE) programme at HKMU LiPACE, where students taking an active role in supporting the parenting activities is being tested and implemented.

Biography



Dr. Larry CHING Ka-wai is the Associate Director of the Li Ka Shing School of Professional and Continuing Education (LiPACE), Hong Kong Metropolitan University (HKMU). He holds several academic qualifications including a Bachelor of Arts and a Master of Science from the Hong Kong Polytechnic University, a Postgraduate Diploma in Education from The Education University of Hong Kong, and a Doctor of Education from The University of Hong Kong.

His research interests include tourism and hospitality management, experiential learning, outcome-based learning, elderly learning, and mobile learning. His recent research outputs include an exploratory study of student-led live broadcasting tours in tourism education and an assessment of Zoom learning experience of the elderly under the effects of COVID.

Invited Symposium (II)

Effectiveness of a Home-based Support Program for Underprivileged Families with Infants and Toddlers: Findings on Parents from a Mixed-Method Approach

Dr. Anna HUI
City University of Hong Kong

Dr. Carly NG
Yew Chung College of Early Childhood Education

Objectives: The program in two phases was designed to support families with infants and toddlers under 3 years old in enhancing parents' capacity to care and educate children in their home environment. With reference to the routines-based model, social workers, and child care workers provided on-site coaching in their home settings and connected parents to various community facilities.

Methods: 100 underprivileged families with children aged under 3 years old were recruited from non-government organizations to take part in a 6-month long home-based support program. A total of 54 families (all parents in Phase 2) completed the pre-intervention and post-intervention questionnaire using the Families in Early Intervention Quality of Life (FEIQoL) and the Brief Parental Self Efficacy Scale (BPSES). All families in the two phases provided qualitative feedback through phone interviews and the Client Perceptions of Home Visitors Questionnaire (CPHVQ).

Results: Significant differences were found in the four sub-scores and overall FEIQoL score of quality of life within the families between the pre- and post-intervention periods with a medium effect size. Regarding parental self-efficacy, there was no significant difference observed. In terms of the perceptions of home visitors, the mean scores surpass 4.40 out of 5.00, indicating the families' robust agreement and high satisfaction with the support provided by social workers and child care workers. Three themes emerged from the qualitative interviews, including individualized home-based support, emotional relief and support for parents, and facilitation of family relationship among all family members.

Conclusion: Both the quantitative and qualitative findings have suggested that positive impacts were observed in parents. This approach has not only helped parents develop knowledge capacity in educating and caring for their young children but also fostered positive changes in the dynamics of these families, ultimately benefiting the growth and development of infants/toddlers.

Biography



Anna Hui received her M. Phil and Ph.D. (Educational Psychology) from The Chinese University of Hong Kong (CUHK). She is currently an Associate Professor of Department of Social & Behavioural Sciences, City University of Hong Kong. She is awarded the Outstanding Research Award in (researcher/academic category) by the Asia Pacific Federation on Giftedness in 2024. Her research interests include research on supporting holistic development of young children with deprived backgrounds, pilot scheme of preschool on-site rehabilitation services, lifespan development of creativity, gifted and talented education. She also serves as the Treasurer of PECERA-HK, Chairperson of Ming Ri Institute for Arts Education, vice-chairperson of TREATS (integrating children and youth with and without disabilities), member of the Talent Education Committee of the Hong Kong Academy for Gifted Education, and member of Services Committee of Heep Hong Society. Also previously served as the chairperson of the Ad Hoc Review Committee of the Kindergarten Education Curriculum Guide in the Curriculum Development Council and chairperson of the Curriculum Development Council Committee on Gifted Education of the Education Bureau, HKSAR.



Carly Ng obtained her Doctor of Education from The Chinese University of Hong Kong (CUHK). With nearly 20 years of experience in early childhood education and teacher education, she specializes in early childhood curriculum development and teacher professional development. She was awarded the Young Scholar Award at the 22nd PECERA Annual Conference and previously served as a postdoctoral fellow in the Department of Educational Psychology at CUHK. Currently an Assistant Professor at Yew Chung College of Early Childhood Education, she actively engages in research on children's play, infant and toddler education and care, and family-based support for young children.

Research Writing Workshops

How to Get Your Paper Accepted? Sharing from an Editor-in-Chief

Dr. Derwin CHAN

The Education University of Hong Kong, Department of Early Childhood Education

Publishing scientific papers is one of the most important ways to disseminate the research findings. Researchers often spend considerable time in the preparation, submission, and revision of their manuscripts, and they may encounter difficulties in various stages during the peer review process (e.g., identifying the appropriate publication outlet at the first submission, addressing reviewers' comments at resubmissions). In this research seminar, Dr. Derwin Chan, the Editor-in-Chief of *Stress and Health* (a multidisciplinary journal that publishes social and behavioural science research related to stress with nearly 40 years of history, impact factor 3.0), will share his views about the common reasons that submissions are rejected in various stages of the peer-review process. From these reflections, Dr. Chan will offer a few useful tips for researchers who would like to prepare and submit their scientific papers to journals in the field of social and behavioural science.

Biography



Dr. Derwin Chan is an applied health psychologist with diverse research interests in the areas of health education, sport and exercise science, and behavioural medicine. He is an Associate Professor and Associate Head of the Department of Early Childhood Education at the Education University of Hong Kong. He has been serving as the Editor-in-Chief in *Stress and Health* for more than 3 years. *Stress and Health* is a multidisciplinary scientific journal with nearly 40 years of history. The journal offers a platform for reporting the scientific discoveries of research concerning the relationships among stress, health, and well-being. The journal is indexed in various psychology and psychiatry disciplines in the Web of Science with an impact factor of 3.0 (Clarivate Analytics 2023). After serving on the editorial board of the journal for eight years, Dr. Derwin Chan was appointed the Editor-in-Chief in 2021. Currently, the editorial board has 10 sections with over 50 editors. The editorial team handles over 1200 submissions annually. In addition to his role in *Stress and Health*, Dr. Chan also serves as an advisory editor of *Social Science and Medicine*, and as an editorial board member in 6 scholarly journals.

Fast-Tracking Literature Review and Data Collection Through AI-Powered Tools

Dr. Brad CHAN

Yew Chung College of Early Childhood Education

In the evolving landscape of academic research, leveraging artificial intelligence (AI) tools can significantly enhance efficiency and precision. This workshop focuses on how young scholars can use AI-powered technologies to fast-track literature reviews and qualitative data collection, transforming traditionally time-consuming processes into streamlined workflows.

For literature reviews, AI-powered search engines like Consensus and Elicit go beyond the limitations of traditional tools such as Google Scholar. While conventional search engines provide results that match keywords, they often lack critical details such as a journal's ranking (e.g., Q1, Q2), study design (e.g., RCT or observational), and participant demographics (e.g., age or sample size). With AI models tailored specifically for research, young scholars can now fast-track their literature searches and quickly identify papers most relevant to their topics, greatly improving the efficiency of the screening process.

In qualitative data collection, the transcription of interviews or focus group discussions has traditionally been a tedious and time-consuming task. With the availability of advanced AI transcription models like OpenAI's Whisper AI, researchers can now transcribe qualitative data from most languages with exceptional accuracy and within minutes, dramatically reducing the effort required.

Through hands-on demonstrations and real-world examples, this workshop will provide participants with actionable insights on integrating these tools into their research. By embracing AI-powered solutions, young scholars can focus more on critical analysis and innovation, minimizing time spent on tedious tasks and maximizing the quality and impact of their research.

Biography



Dr. Brad Chan is an Assistant Professor at Yew Chung College of Early Childhood Education. With a background in supporting underprivileged students, he has dedicated his career to developing and implementing interventional projects in STEM, play-based learning, and language development for young children. His latest project is Jockey Club 'CoolPlay' Project Phase 2 which is currently the largest ECE project in STEAM exploration in Hong Kong, receiving in total HK\$93M funding from Hong Kong

Jockey Club Charities Trust. The project aims to upscale the good practices to over 400 kindergartens and nurseries in Hong Kong (>50% schools government-funded schools) across 7 districts with the highest children poverty rate.

As a highly skilled Measurement and Evaluation consultant, Dr. Chan has led independent evaluations for long-term, large-scale educational interventions, including C-for-Chinese@JC and Jockey Club Teach Unlimited “Walk with Youth” Mentorship Programme.

Dr. Chan holds a DPhil in Education and an MSc in Child Development and Education (Distinction) from The University of Oxford, as well as a first-class honours degree in Language Education (Primary English) from The University of Hong Kong. With his innovative approach to education and dedication to improving opportunities for young learners, he is keen to make a contribution to the field of early childhood education.

Building collaborations and using of social media for academic purposes

Dr. Alfredo BAUTISTA

The Education University of Hong Kong, Department of Early Childhood Education

Completing a doctoral degree and developing an academic career should not be seen as an individual objective. It is not all about reading, collecting and analyzing data, writing a dissertation, getting grants, and publishing papers in isolation. Collaborating with other scholars in our field of knowledge and creating bridges across boundaries and sectors are essential strategies to develop successful academic careers. In this talk, the speaker will explain how social media platforms such as ResearchGate, Academic, X, and LinkedIn can be used by junior researchers to achieve such goals. Topics will include how to network with other researchers, how to cultivate relationships with scholars online and face-to-face events (e.g., seminars, conferences), and how to ensure that such relationships are maintained over time.

Biography



Dr. Alfredo BAUTISTA is Associate Professor and Associate Head of the Department of Early Childhood Education at The Education University of Hong Kong. He has conducted educational research in countries around the world (Spain, United States, Canada, Singapore, Hong Kong/China). Dr. Bautista currently leads several research and development projects focusing on early childhood education curriculum, pedagogy, teacher education and professional development. Much of this prior research work has focused on music and arts education, creativity, and play. He is Editor-in-Chief of the Journal for the Study of Education and Development.

Seminars & Workshops (I)

From Theory to Practice: Undergraduate Students' Summer Initiatives in Supporting Children with Special Educational Needs

Dr. Dorothy TONG

Hong Kong Metropolitan University, School of Education and Languages

This seminar explores the transformative impact of experiential learning on undergraduate students and children with special educational needs (SEN). As educational theory emphasizes the importance of hands-on experience, this initiative provides students with the opportunity to apply theoretical knowledge in real-world contexts. The seminar outlines various summer initiatives undertaken by undergraduate students from Hong Kong Metropolitan University (HKMU), highlighting their objectives, implementation processes, and collaborative efforts with the Lam Woo Foundation Child Development Center of the Heep Hong Society at HKMU.

After learning about the characteristics, needs, and potential interventions for children with SEN during their studies, the HKMU students engaged directly with these children through the summer initiatives. The themes of the four student groups were: enhancing social skills with visual cues, fostering emotional expression using picture books, elevating attention through multisensory learning, and increasing motivation to learn the Chinese language through creative drama.

There will be a discussion on the theoretical foundations of various interventions, as well as practical strategies for incorporating these techniques into routine classroom activities. We will also explore the challenges encountered during implementation and the profound reflections from students regarding their learning experiences.

This seminar advocates for the continued integration of practical experiences into educational curricula, emphasizing their critical role in preparing future educators to effectively support diverse learners. It also aims to equip educators with the tools needed to adapt lessons for the diverse learners.

Biography



Dorothy is an assistant professor in the School of Education and Languages at Hong Kong Metropolitan University (HKMU) and the programme leader for the university's Bachelor of Education with Honours in Early Childhood Education (Leadership and Special Educational Needs). She obtained her Ph.D. and PGDE in early childhood education from the University of Hong Kong and has extensive experience working with children. With a strong background in tertiary education, Dorothy has taught courses and conducted research in early childhood education, language development in young children, curriculum planning, and inclusive education. She served as a subject specialist for The Hong Kong Council for Accreditation of Academic and Vocational Qualifications from 2015 to 2017.

Unlocking Potential: The Power of Creative Drama for Children with Special Educational Needs

Dr. Apple WONG

Hong Kong Metropolitan University, School of Education and Languages

This interactive workshop will explore the transformative potential of creative drama as a powerful educational tool for supporting children with special educational needs (SEN). Participants will engage in a series of dynamic drama conventions to effectively teach a short story, with a focus on enhancing the 4 C's of learning skills: creativity, collaboration, communication, and critical thinking.

Creative drama creates a safe and supportive environment where SEN students can express themselves freely. By incorporating various drama techniques, educators will learn how to foster an inclusive atmosphere that encourages active participation and engagement. The workshop will emphasize how these methods can stimulate students' imaginations, promote teamwork, and enhance their ability to articulate thoughts and emotions.

In addition to hands-on experience with these dramatic conventions, participants will discuss the theoretical underpinnings of using creative drama in special education. Practical strategies for integrating these techniques into everyday classroom practices will be shared, equipping educators with the tools necessary to adapt lessons for diverse learners.

The workshop will be conducted in Cantonese. Participants are encouraged to wear casual clothing, as the workshop will involve movement and interactive activities. This session aims to empower educators to unlock the potential of creative drama in their classrooms. By embracing these innovative approaches, we can enhance the educational experiences of SEN students, enabling them to thrive in their learning journeys and develop essential life skills.

Biography



Dr. Wong holds a Doctorate degree of Literature and Art from Central China Normal University and certifications as a Fellow of Speech and Drama from Trinity College London. Dr. Wong actively participates in research projects on applying drama to creative teaching and Chinese language education. She also serves as a consultant and expert advisor for programs related to drama education, inclusive education and Chinese language education. Additionally, she holds the position of Chairperson at the Hong Kong Teachers Drama Association, where she promotes and develops drama education.

Early Visual Arts Studies in Hong Kong

Prof. Suzannie LEUNG

The Chinese University of Hong Kong, Faculty of Education

Traditionally, visual arts education in Hong Kong has not been prioritized within early childhood education. Although the recent updates to the Hong Kong kindergarten curriculum aim to foster creativity, there is still a significant gap in visual arts education for young children. This shortcoming is largely due to the limited emphasis on visual arts in teacher education programs in Hong Kong. Consequently, we are examining kindergarten teachers' content knowledge and pedagogical content knowledge related to early visual arts education, as well as the challenges they encounter when teaching these subjects to children. Furthermore, we acknowledge the significance of teachers' technological pedagogical content knowledge, particularly with the incorporation of digital elements in early visual arts instruction. In this presentation, we will highlight digital storytelling programs designed for both preservice and in-service teachers, as well as children. We will also examine how animation art can enhance children's computational thinking throughout their developmental journeys and how teachers view computational thinking in early childhood education. We hope these studies will impact the way early childhood visual arts education is conceptualized and implemented in Hong Kong and other parts of Asia.

Biography



Dr. Suzannie Leung serves as an associate professor in the Department of Curriculum and Instruction at The Chinese University of Hong Kong. She is both a registered kindergarten teacher and a certified kindergarten principal. With over twenty years of varied educational experience, she has been involved in kindergarten teacher education, curriculum development, program design for gifted children, and curatorial work for early childhood art exhibitions. Her research interests encompass curriculum studies, teacher education, and children's learning. Dr. Leung's scholarly work has explored multidisciplinary and integrative approaches within Hong Kong's educational context and has received recognition from international academic journals.

Seminars & Workshops (II)

**The Key for Building the Future of Our Children: A Parent-focused
Intervention for Enhancing Executive Function Skills of Young Chinese
Children**

*Prof. Alex CHAN
Tung Wah College*

Socioeconomic disparities in young children's executive function (EF) skills have been consistently found in Western (Allee-Herndon & Roberts, 2019; Burneo-Garcés et al., 2019; Cuartas et al., 2022) and Chinese societies (Chan et al., 2016; Chung et al., 2016). Previous research suggested the vital role of parenting on the healthy development of EF for children from low-income families, which further influencing their early school readiness and developmental outcomes (Blair & Raver, 2012; Herbers et al., 2014). Researchers indicated that EF skills of young children are amenable through interventions (Casey, 2014; Scionti et al., 2020). However, many of these interventions are school-based or inapplicable to low-income families in Hong Kong (Karjalainen et al., 2019; Wessels et al., 2016). This RGC-funded project aimed to develop a parent-based EF-focused intervention program for low-SES Chinese families. This 12-week parent-based EF-focused intervention included four one-hour weekly parent psychoeducational workshops on enhancing supportive and scaffolding parenting practices in enhancing young children's EF development. A toolbox with some tangible EF-boosting daily activities was given to parents for practicing their supportive and scaffolding parenting at home to enhance their young children's inhibitory control, working memory, and cognitive flexibility. Another key component of this parent-focused intervention was the inclusion of three 20-minute monthly individual review sessions with parents on a one-to-one basis to address their concerns in parenting and the EF development of their children. This workshop will share the theoretical framework, implementation, key findings, impacts, and implications of this project.

Biography



Professor Alex Chan earned his master's and doctorate degrees in Educational Psychology at the University of Minnesota (Twin Cities). Prof. Chan is currently the Dean of the School of Arts and Humanities at Tung Wah College (TWC). He also serves as the Co-Director of the Translational Research Center of Digital Mental Health (TRC-DMH) at TWC. Since 2014, Alex has obtained 23 external grants (with a total funded amount of HKD 38.4 million) as Principal Investigator (PI), Co-Principal Investigator (Co-PI), or Project Leader (16 external grants, and 11 from the Competitive Research Funding Schemes), and as Co-Investigator (Co-I) or team members (7 external grants). Alex has been devoting himself to rigorous research and evidence-based practice in positive psychology. He has been actively engaging in school-based and community-based projects to promote positive education, and strength-based approaches to support mental health and well-being of teachers, parents, children, youth, older adults, and the community. His research interests also include positive technologies by applying positive psychology theories and scientific approaches to develop interventions to alleviate online risky behaviors as well as using emerging technologies to cultivate strengths, build resilience, and support human flourishing.

Home and preschool learning environments and children's development of English as a second language

Dr. Carrie LAU
The University of Hong Kong, Faculty of Education

This seminar will consider the influences of the home and school on the development of English as a second language in the early years. It will provide an overview of contextual factors that underlie English language learning and draw on findings from several studies conducted in Hong Kong to discuss (i) family characteristics, home learning environments and children's English language and literacy outcomes; and (ii) quality of classroom environments in the teaching and learning of English. Implications for policies and practices that enhance early English language learning and future research directions will be discussed.

Biography



Carrie Lau is Assistant Professor in the Faculty of Education, The University of Hong Kong. Her research focuses on early childhood development and education, particularly in second language development. She has had experience teaching young children in Hong Kong and in the United States. She received her B.A. in Child Development at Tufts University, Ed.M in Human Development and Psychology at Harvard Graduate School of Education and Ph.D in Early Childhood Education at The University of Hong Kong.

High Attrition Rate O Preschool Teachers In Hong Kong

Dr. Paulina YUEN

Hong Kong Baptist University, School of Continuing Education

The high attrition rate of preschool teachers is a global phenomenon, from North and South America to Europe, Australia, and Asia. It is crucial that we address this issue, as high attrition rates for teachers inevitably disrupt the continuity of children's care and learning in schools, eventually and almost inevitably having an adverse effect on the quality of preschool education. This seminar will explore factors affecting high attrition rates of preschool teachers in Hong Kong. We will discuss the knowledge, motivation, and organizational influences impacting the high attrition rate of preschool teachers in Hong Kong. Recommended solutions to the barriers in retaining preschool teachers in the field will be made.

Biography



BSc (Toronto), MA (San Francisco State), EdD (Southern California)

Teaching Areas

- Understanding How Children Learn
- Observation and Assessment for Young Children
- Early Childhood Curriculum
- Early Mathematics for Young Children
- Science and Technology for Young Children
- Supervised Educare Practice

Research Interests

- Preschool Education
- Learning through Play
- Educational Leadership
- Teacher Attrition
- Teacher Belief & Self-efficacy