EDUCATIONAL PSYCHOLOGY
Postgraduate Prospectus 2020-2022
DEPARTMENT OF PSYCHOLOGY

The field of psychology is dedicated to the scientific study of human behaviours, thoughts, feelings and actions from social, developmental and biological perspectives. Its teaching at the university dates back to before 1950 when it was conducted in a joint Philosophy/Psychology department. In 1968, psychology became a founding department of the Faculty of Social Sciences. From that time on, the department has contributed to developing the discipline both locally and internationally through dedicated teaching and research work often in collaboration with colleagues from different parts of the world. According to the QS World University Rankings by Subject in 2019, Psychology at HKU ranks first in Asia.

Psychology at HKU is represented by more than 20 faculty members with different areas of expertise, including cognitive psychology and neuroscience, clinical psychology and neuropsychology, educational and developmental psychology, as well as social and health psychology. The goal of these engaged and dedicated professors is to create and instill knowledge in psychology.

They offer a broad range of courses and are committed to designing the most appropriate learning experiences that suit their students’ needs, sharing with them the exciting development in psychology, and helping them achieve the required level of academic competence.
INTRODUCTION

Educational Psychology is a scientific discipline within psychology. It applies the psychological theories and research findings about human behaviour, affect, cognition, development and personality to educational settings. Educational psychologists are scholars who generate scientific knowledge and theory relevant to education and psychology. They are also practitioners whose services range from remediation to prevention, case work to systems work, and direct services to indirect services. They help teachers design curriculum, improve teaching methods, and motivate students to learn. They also help students and their parents cope with various changes and difficulties in the course of learning and development. Most importantly, they work for the betterment of the micro and macro systems in which students grow up.

The University of Hong Kong offers three postgraduate programmes in educational psychology, including the Master of Social Sciences Programme (Educational Psychology), the Doctor of Psychology Programme (Educational Psychology), and the Doctor of Philosophy Programme with Specialization in Educational Psychology. All these programmes adopt a scientist-practitioner model with the aim to prepare educational psychologists who are strong in both research and practice.
The Master of Social Sciences (MSocSc) Programme in Educational Psychology is the first postgraduate programme in Hong Kong that is designed to train professional educational psychologists in serving local communities. It is also the first and only programme in Asia accredited by the International School Psychology Association (ISPA). The programme admits a cohort of students every other year. Since its inception in 1981, the programme has over 200 graduates.
The Doctor of Psychology (PsyD) Programme in Educational Psychology, established in 2008, is the only-of-its kind programme offered in Hong Kong. Its primary aim is to provide further and specialized training for experienced educational psychologists who hold a recognized MSocSc degree in Educational Psychology or equivalent to develop specialties in educational research and practices.

The Doctor of Philosophy (PhD) Programme with Specialization in Educational Psychology, started in 2007, is designed to train educational psychologists who are interested in academic career. The graduates from this programme are expected to be scientist-practitioners who are not only strong in research and practice but also well-prepared for university-level teaching.
MASTER OF SOCIAL SCIENCES IN EDUCATIONAL PSYCHOLOGY

The Department of Psychology offers a postgraduate programme leading to the degree of Master of Social Sciences in the field of Educational Psychology. The programme is designed to provide instruction and training in the theory and practice of educational psychology. To this end, emphasis will be placed on both academic studies and related practical experience in the field.

STRUCTURE

The period of study extends over two years full time, commencing in September and including the intervening vacations. Throughout the programme, in both its theoretical and practical aspects, special attention will be paid to the needs and issues concerning educational psychology in the local setting.
SYLLABUS

For Master’s students, they shall complete 15 taught courses, a dissertation and 3 practicum courses over two-year full-time study.

First year
- Research methods & statistics I
- Research methods & statistics II
- Psychoeducational assessment I
- Psychoeducational assessment II
- Children with special needs I
- Children with special needs II
- Psychoeducational intervention I
- Psychoeducational intervention II
- Skills training seminar I
- Skills training seminar II
- Dissertation research

Second year
- Curriculum and instruction
- Professional ethics and issues in educational psychology
- Skills training seminar III
- Applied developmental psychology
- Motivation and learning
- Dissertation research
- Practicum I
- Practicum II
- Practicum III
ENTRY REQUIREMENTS

To be eligible for admission to the programme, a candidate shall
a) comply with the regulations for the degree of Master of Social
   Sciences; and
b) hold a Bachelor's degree with a major in Psychology or a
   recognized equivalent qualification; and

c) be eligible for the Graduate Membership of the Hong Kong
   Psychological Society; and

d) preferably have relevant working experience in educational or
   related settings; and if necessary, a candidate may be required to
   pass a qualifying examination prior to admission.

ADMISSIONS

The Programme is offered in alternate years. The next class will commence in
September of 2020.

Details of the application procedure and programme information can be obtained
from the admission website and the application shall be made on-line via
http://www.aal.hku.hk/tpg/. Application deadline for September 2020 entry is
Regression attenuation

- Regression attenuation: best-fitting line generally underestimates the slope of the true linear relation.
DOCTOR OF PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

The Department of Psychology offers a postgraduate programme leading to the degree of Doctor of Psychology (Educational Psychology). Emphasis is placed on a scientist-practitioner model of education. In consequence, holders of this degree shall be equipped to function competently as professional educational psychologists in the areas of research, tertiary-level teaching, and professional services.

STRUCTURE

The curriculum extends over a minimum of twenty-four months of full-time study or thirty-six months of part-time study. Students will need to complete satisfactorily the required courses and a thesis as set out below. The courses cover theoretical and applied aspects of educational psychology. Students may apply for exemption from courses, approval of which is granted only on an individual basis by the Programme Director and Head of Department for submission to Higher Social Sciences Degree Committee and Faculty Board for approval.
SYLLABUS

Doctoral candidates should attend all 6 courses in List A and at least 1 course in List B:

List A
• Supervised reading in specialty of educational psychology
• Conceptual and methodological issues in psychological research I
• Conceptual and methodological issues in psychological research II
• Thesis
• Practical training in specialty of educational psychology
• Research ethics for graduate students

List B
• Research methods in applied educational psychology
• Motivation and learning
• Curriculum and instruction
• Applied developmental psychology
• Postgraduate seminar in scientific writing for psychology
• Postgraduate seminar in cognitive psychology
• Postgraduate seminar in social psychology
• Postgraduate seminar in developmental psychology
ENTRY REQUIREMENTS

To be eligible for admission to the programme, a candidate shall
(a) comply with the General Regulations; and
(b) hold a Master’s degree in the field of Educational Psychology or a
recognized equivalent qualification; and
(c) satisfy the examiners in a qualifying examination, if required.

ADMISSIONS

The programme admits students every year. Application shall be made
on-line via the website: http://www.aal.hku.hk/tpg/. The closing date of
application for September 2020 entry is June 01, 2020.
Educational Psychology
PHD WITH A SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

The Department of Psychology offers a Doctor of Philosophy (PhD) programme, with a specialization in the field of Educational Psychology. Emphasis will be placed on a scientist-practitioner model of education to produce professional educational psychologists well prepared for research, university-level teaching, and professional practice. We also offer a King’s College London and The University of Hong Kong joint PhD programme where high caliber PhD students are given opportunity to spend up to half of their time to be trained at each institution and be awarded PhD degrees from both universities on completion of this four-year programme.

STRUCTURE

The curriculum extends over a minimum of four years full-time, including two years of coursework & educational practicum. The courses cover the theoretical and applied aspects of educational psychology. Candidates also complete a doctoral level research dissertation presenting original scientific work in a chosen area of educational psychology.
SYLLABUS

For 4-year PhD students, they are required to complete 17 compulsory courses (List A) and 1 elective course (List B).

List A
• Curriculum and instruction
• Practicum I-III
• Professional ethics and issues in educational psychology
• Psychoeducational assessment I
• Psychoeducational assessment II
• Children with special needs I
• Children with special needs II
• Psychoeducational intervention I
• Psychoeducational intervention II
• Skills training seminar I
• Skills training seminar II
• Skills training seminar III
• Applied developmental psychology
• Motivation and learning
• Conceptual and methodological issues in psychological research I
• Conceptual and methodological issues in psychological research II
• Postgraduate seminar in scientific writing for psychology

List B
• Postgraduate seminar in cognitive psychology
• Postgraduate seminar in social psychology
• Postgraduate seminar in developmental psychology
ENTRY REQUIREMENTS

To be eligible for admission to the programme, a candidate shall
a) comply with the general regulations for the admission to the PhD
programme at the University of Hong Kong; and
b) have a first degree in Psychology, or its equivalent.

ADMISSIONS

The programme admits students every year. Details of application
procedure could be obtained from the homepage of Graduate School:
http://www.gradsch.hku.hk/gradsch/.
APPLIED DEVELOPMENTAL PSYCHOLOGY
This course focuses on an integrated study of human development with implications for educational psychology. It aims at familiarizing students with current state of knowledge and major theories of human development with particular emphasis on childhood and adolescence. The interrelationship among biological, cognitive, social, and educational factors that influence human development will be examined. In particular the influence of Chinese culture and context on development during the childhood and adolescence will be discussed.
(Assessment: 100% coursework)

CHILDREN WITH SPECIAL NEEDS I
This course introduces some basic concepts and issues on educating students with special educational needs with focus on the characteristics, identification and intervention strategies for students with intellectual and learning related disabilities. The course covers the following topics: Historical background; inclusive education; early identification and
early intervention; provisions for students with intellectual disability and learning disability.
(Assessment: 100% coursework)

CHILDREN WITH SPECIAL NEEDS II
This course focuses on the basic characteristics, identification and intervention measures for students with emotional and behavioural related disabilities. Topics include different classification systems, general remediation strategies and specific training programmes in mainstream and special educational settings for students with emotional and behavioural problems.
(Assessment: 100% coursework)

CONCEPTUAL AND METHODOLOGICAL ISSUES IN PSYCHOLOGICAL RESEARCH II
Second semester problem-based (i.e., PBL) course put on jointly for 1st year research postgraduate students and advanced undergraduates. The course is a follow-up of “Conceptual and methodological issues in psychological research I”. It adopts a problem-based approach to further students’ knowledge of the techniques used in psychological research. Students will be asked to solve various problems and complete different tasks related to psychological research. They will have a chance to develop their ability to work and learn independently. The problems and tasks will also require them to learn the more advanced research designs and data analysis techniques. Prerequisite: Conceptual and methodological issues in psychological research I
(Assessment: 100% coursework)

CURRICULUM AND INSTRUCTION
This course helps students understand and enact the principles of curriculum design, teaching, and assessment of learning, as they apply to the contexts and issues educational psychologists are likely
to meet. A systemic view of children's learning problems will be emphasized. Curriculum and instructional issues for both mainstream and special schools in Hong Kong will be reviewed.
(Assessment: 100% coursework)

MOTIVATION AND LEARNING
This course aims at familiarizing students with theories, research, and practices in the field of motivation and learning. It focuses on how educational psychologists can use existing knowledge in motivation and learning to enhance teachers' instruction and students' learning. Topics include theories of motivation and learning; their application in educational settings; effects of social cognitions on motivation; instructional environment that fosters motivation; and biological, cultural and contextual factors of learning.
(Assessment: 100% coursework)

POSTGRADUATE SEMINAR IN COGNITIVE PSYCHOLOGY
This seminar course will cover recent developments in the field of Cognitive Psychology, concentrating particularly on theoretical debates and empirical results that are likely to have considerable impact on the field. Theoretical and empirical articles will be read each week, and discussed in class. Discussions will be led by both the instructor and students in the class.
(Assessment: 100% coursework)
POSTGRADUATE SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
This seminar course will cover recent developments in the field of Developmental Psychology, concentrating particularly on theoretical debates and empirical results that are likely to have considerable impact on the field. Theoretical and empirical articles will be read each week, and discussed in class. Discussions will be led by both the instructor and students in the class.
(Assessment: 100% coursework)

POSTGRADUATE SEMINAR IN SCIENTIFIC WRITING FOR PSYCHOLOGY
This seminar course addresses writing skills in relation Psychological research. Students will engage in a series of assignments designed to improve the fluency and quality of their writing. Particular efforts will be focused on improving the conceptual clarity of writing. Regular feedback will help students improve upon their writing skills.
(Assessment: 100% coursework)

POSTGRADUATE SEMINAR IN SOCIAL PSYCHOLOGY
This seminar course will cover recent developments in the field of Social Psychology, concentrating particularly on theoretical debates and empirical results that are likely to have considerable impact on the field. Theoretical and empirical articles will be read each week, and discussed in class. Discussions will be led by both the instructor and students in the class.
(Assessment: 100% coursework)

PRACTICAL TRAINING IN SPECIALTY OF EDUCATIONAL PSYCHOLOGY
Students should complete about 180 days of specialty training (e.g., special educational needs, cognitive development, achievement motivation, psychology of teaching and learning, and positive psychology) that includes research and psychoeducational work, the plan of which is agreed by the students and the respective supervisors, endorsed by the Practicum Coordinator. The work of students is under continuous assessment (e.g. submission of logbook, case reports/presentation, research reports) by supervisors of the practical training.
(Assessment: 100% practicum)
PRACTICUM I, PRACTICUM II, PRACTICUM III
The programme considers practicum an important and indispensable part of the training and whenever possible tries to integrate theories discussed at the University with that of fieldwork practice. All students are required to do fieldwork for a total of 180 days in three practicums. The average duration of each practicum is 60 days (480 hours). Adjustment of the length will be made according to the specific requirements of the settings.  
(Assessment: 100% practicum)

PROFESSIONAL ETHICS AND ISSUES IN EDUCATIONAL PSYCHOLOGY
This course prepares students for professional practice in educational psychology by examining the organizational, ethical, and legal considerations as well as current issues related to such practice in Hong Kong. Ethical and legal guidelines pertinent to the delivery of school psychological services will be introduced to enable students to make well-informed choices in resolving professional problems and ethical dilemmas when they occur. Students will also engage in discussion and analysis of contemporary issues related to educational psychology practice. Topics covered are broad and diversified and are highly relevant to the local context.  
(Assessment: 100% coursework)

PSYCHOEDUCATIONAL ASSESSMENT I
This course provides students with theoretical foundations of psychoeducational assessment and basic concepts in measurement. Starting with standards related to professional conduct and ethics in assessment, the course introduces students to formal and informal techniques and instruments used most frequently in the local setting. Focus will be put on the assessment of intelligence, achievement, and learning disabilities. The assessment of infants and young children is a special topic. The integration of assessment data into a comprehensive psychological report with associated recommendations for intervention is an essential component of this course.  
(Assessment: 100% coursework)

PSYCHOEDUCATIONAL ASSESSMENT II
The focus of this course is on the assessment of behavioural and adjustment problems in children and adolescents. Using the problem-solving and systems approach as framework, students
will be introduced to important concepts, procedures and instru-
mements associated with the assessment of behaviour, personal-
ality, and social-emotional functioning in the school context.
(Assessment: 100% coursework)

PSYCHOEDUCATIONAL INTERVENTION I
The nature and basic principles of psychoeducational intervention are introduced. The first half of the course will cover the fundamentals of counselling and guidance. It focuses on the process and stages of counselling in a pan-theoretical way. The second half of the course will cover some of the major approaches in counselling and intervention (e.g., person-centred therapy and behavior modification). It aims at equipping the students with specific and useful techniques and procedures derived from these approaches. Students are expected to master both theories and practical skills. Practical training is an indispensable component of this course.
(Assessment: 100% coursework)

PSYCHOEDUCATIONAL INTERVENTION II
Major approaches and different levels of psychoeducational intervention are covered. The course emphasizes both direct and indirect intervention. Students are encouraged to go beyond the remedial model and are expected to work as an active agent with broader perspective in preventive intervention. Practical training is an indispensable component of this course. The students are expected to apply the acquired knowledge and practical skills to their work in educational settings. Topics include cognitive-behavioural intervention, systems and ecological approaches, school consultation, family work, psychodynamic approaches, alternative forms of therapy with children and adolescents, and career and vocational counselling.
(Assessment: 100% coursework)

RESEARCH METHODS IN APPLIED EDUCATIONAL PSYCHOLOGY
The increasing emphasis of evidence-based practice in educational psychology underscores the role of educational psychologists as both consumers as well as scientists in applied research. This course covers some of the latest research methodologies available to and used by educational psychologists and researchers in related fields. Major focus will be placed on programme evaluation strategies
that are commonly used in evaluation of school-based interventions and prevention. The course also covers study designs relevant to the work of educational psychologists, such as those used in applied developmental research, instructional and learning approach research, action research, and school-based assessment research. Design and analytical issues in relation to such research will be highlighted and discussed throughout the course. (Assessment: 100% coursework)

RESEARCH METHODS AND STATISTICS I
The topics in this course include intermediate research methods and statistics. This course is designed to extend the knowledge and skills of students on research design and quantitative methods, using empirical examples in psychology to illustrate the key concepts and statistical reasoning involved. Students learn to become more intelligent consumers of research findings and more independent in conducting their own empirical studies. At the end of this course, each student will have developed a viable research proposal in preparation for his/her thesis according to standards of the American Psychological Association. (Assessment: 100% coursework)

SKILLS TRAINING SEMINAR I
This course is the first in a series of practical skills training seminars. It provides an initial orientation programme immersing students into settings related to roles and functions of educational psychologists. Subsequently more intensive discussion and hands-on practice of assessment skills and intervention programmes are provided. Students observe and practise skills related to consultation and interviewing, observational techniques, testing procedures, reporting test results and recommending interventions. (Assessment: 100% coursework)
SKILLS TRAINING SEMINAR II
This course is the second in a series of practical skills training. It is offered when the students start their first practicum. It provides a platform for the students to polish the micro-skills that are required in their first practicum. These are the skills in assessment, counselling, consultation, inter-disciplinary collaboration, and systems-intervention. This course also provides a forum in which experienced educational psychologists from the field can share their specialities and expertise with the students.
(Assessment: 100% coursework)

SKILLS TRAINING SEMINAR III
This course is the last in a series of practical skills training seminars. It is offered in the second year when the students are immersed in practicums. It provides a platform for them to further polish the micro-skills that are required in field work. It also provides them with opportunities to seek support and guidance for the challenges they come across in practicum. In addition, it is a forum in which educational psychologists and allied professionals from the field can share with the students their experience in difficult cases and latest development in intervention.
(Assessment: 100% coursework)
SUPERVISED READING IN SPECIALTY OF EDUCATIONAL PSYCHOLOGY
Candidates are required to attend, during the first year, weekly 2-hour research seminars or equivalent relevant to a chosen area of specialization in the field of Educational Psychology. Examples include special educational needs (e.g., autism spectrum disorder, dyslexia), cognitive development, achievement motivation, psychology of teaching and learning, and positive psychology. A literature review and conceptual analysis of the thesis area is due at the end of the first semester; a research proposal is due at the end of the second semester.
(Assessment: 100% coursework)

THESIS
Candidates will complete a thesis that embodies a critical study within the field of educational psychology, including an empirical element, and represents an original contribution to knowledge deserving publication. Candidates may commence their work early in candidature concurrently with Supervised Reading Specialty of Educational Psychology. Candidates will also participate in research seminars commencing after confirmation of candidature which will contribute to their research programmes and will serve as forums for presenting their work in progress on a regular basis.
(Assessment: 100% coursework)
PSYCHOLOGICAL SERVICES UNIT (PSU)

The PSU was established in 1988. It serves both as an outpatient service organization and a training facility for trainees from clinical psychology and educational psychology. This in-house clinic aims at providing a platform for trainees to practise as well as to integrate and apply their knowledge and skills while providing psychological services to the general public. It provides valuable opportunities for trainees to a) follow through a case from inception to termination, b) handle cases independently including administrative work, assessment and treatment, and c) learn from each other through the buddy system and clinical supervision.

Trainees are expected to take up as well as follow through three to four cases over two years. A minimum of 14 sessions is required and the work includes both assessment and intervention.
STATUS OF THE PROGRAMMES

Both the MSocSc and the PhD Programmes in Educational Psychology are funded by public money through advice of the University Grants Committee (UGC). The PsyD Programme in Educational psychology is a self-funded programme.

All the graduates from the MSocSc, the PsyD, and the PhD Programmes in Educational Psychology are eligible to apply for the membership of the Division of Educational Psychology (DEP), the Hong Kong Psychological Society (http://www.dep.hkps.org.hk/) and Hong Kong Association of Educational Psychologists Ltd. (www.hkaep.org.hk).

The DEP is the professional body of educational psychologists in Hong Kong with membership covering almost all the qualified educational psychologists practicing in the public sectors with government funding. Our programmes are in line with the standards for the training of professional educational psychologists in Hong Kong (https://www.dep.hkps.org.hk/membership_criteria/).
CAREER PROSPECTS

In Hong Kong, most educational psychologists enter the profession with a recognized master’s degree in Educational Psychology (Professional Practice).

With the exception of those who leave Hong Kong or the profession, graduates of our educational psychology programmes have always found employment as education psychologist in Hong Kong.

Our graduates are represented in different professional settings, including preschools, primary schools, secondary schools, special schools, tertiary institutes, non-government organizations, and Education Bureau. A small number of them work in private sector.

About 10% of educational psychologists practicing in Hong Kong have a doctoral degree in Educational Psychology or a related field, or are actively pursuing one.

Some of our graduates have immigrated to other countries. Whether they can work as educational psychologists in those countries is dependent upon specific laws and regulations.
SCHOLARSHIPS, AWARDS AND EXCHANGE OPPORTUNITIES

Various scholarship opportunities are provided to support students studying in our educational psychology programmes. Some of these scholarships are open for application while some are awarded through nomination. There are also exchange and overseas attachment scholarships with funding support to help candidates gain international exposure. Some examples of these scholarships and awards offered by the programmes are listed as follows:
1) **The Thanksgiving Scholarships for Overseas Attachment**
   The scholarship is awarded to students of the M SocSc in Educational Psychology programme on the basis of outstanding performance in coursework and practicum to support them in attending an educational attachment at a nominated prestigious overseas institution.

2) **The Chiu-Kwan-Ying Memorial Scholarship**
   The scholarship is awarded every other year to one student of the M SocSc in Educational Psychology programme on the basis of outstanding performance in the practicum.

3) **Dr. Geraldine Mao-Ng Prize in Psychology**
   The prize is awarded to one M SocSc in Educational Psychology student who has achieved the best overall performance and the best research dissertation in his/her final year.

4) **HKSAR Government Scholarship Fund**
   The scholarships are awarded to students of full-time publicly-funded degree or above level programmes with excellent performance in academic studies. The scholarship is tenable for the normal duration of the programme concerned and renewable annually subject to satisfactory academic performance of the awardees.

Apart from the above, a substantial number of students with outstanding achievements are also honoured with prestigious awards, such as:
- Hong Kong PhD Fellowship
- Postgraduate Scholarships
- Sir Edward Youde Memorial Fellowships
- University Postgraduate Fellowships
RESEARCH EXCELLENCE

Our postgraduate programmes integrate a strong research focus, coherent coursework, and specialty training. Students actively present their research findings in local and international conferences, and are well prepared to publish their outputs in leading international journals. Some examples of our graduates’ publication in recent years are listed below with their names underlined:


Dr. May Ching-king Chan
Cert.Ed. (HKIEd), Cert.SpEd. (HKIEd), BSocSc (CUHK), MSocSc (HKU), DEd (CUHK)

Dr. Chan had been working as a teacher for several years before she obtained her master’s degree in Educational Psychology from the University of Hong Kong and doctor of education degree from the Chinese University of Hong Kong. She has served as an educational psychologist in special schools for children with emotional and behavioral difficulties. She joined the Department of Psychology, HKU in 2010. Her research interests lie in oral language and reading development in young children.
Dr. Winnie Wai-lan Chan  
*BSocS. (HKU), PhD (HKU)*

Dr. Chan completed her bachelor degree, research master’s degree (Psychology), and doctoral degree (Educational Psychology) at the University of Hong Kong. She is a Registered Educational Psychologist of the Hong Kong Psychological Society. She is now the Chief Examiner of Master of Social Sciences Programme (Educational Psychology) in the Department of Psychology at the University of Hong Kong. Her research interests include children’s number concepts, numerical development, mathematical difficulties, instruction and intervention on mathematics. She is also interested in how to apply learning theories to enhance children’s learning in general.

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Dr. Matthew Ho-tat Chu  
*BA (HKU), PCPsy (HKU), PCEd (HKU), MSocSc (HKU), DPsy (HKU)*

Dr. Chu obtained his bachelor’s degree, postgraduate certificate in Psychology, postgraduate certificate in Education, master’s degree (Educational Psychology) and doctor of psychology degree (Educational Psychology) from the University of Hong Kong. His research interests lie in mindfulness, positive psychology, and psychological well-being.
Prof. Connie Suk-han Ho
Eugene Chuang Professor in Developmental and Educational Psychology
BSocSc (HKU), MSocSc (HKU), DPhil (Oxon.), C Psychol, MH
Prof. Connie Ho is the Director of the PhD and PsyD in Educational Psychology Programmes at the University of Hong Kong, authoring over 150 publications and securing over HK$95M research grants on literacy development, assessment and intervention, reading disabilities, genetics of language and reading development, and mathematics learning and disabilities. She is also an associate editor of the Asian-Pacific Journal of Developmental Differences, an editorial board member of the Reading and Writing journal, and Public Relations Officer of the Association for Reading and Writing in Asia. As founder of the Hong Kong Specific Learning Difficulties Research Team, Prof. Ho and her team have produced the first standardized assessment instruments for the identification of dyslexia in Chinese and an effective reading curriculum for the Chinese tiered intervention model. Her dyslexia screening checklists were adopted for use in several European countries. She received the Faculty Knowledge Exchange Award in 2011, was awarded the Medal of Honour by the Hong Kong SAR Government in 2015, and the Eugene Chuang Professorship in 2017.
Dr. Alice Yuen-ching Keung  
*BA (ICU), MSocSc (LSE), MSocSc (HKU), PCEd (HKU), DPsy (HKU)*

Dr. Keung graduated from the International Christian University (Japan) with a bachelor’s degree in psychology. She also holds a master’s degree in Media and Communications from the London School of Economics and Political Science (LSE). She later obtained her master’s degree in Educational Psychology (Professional Practice) and a doctor of psychology degree (Educational Psychology) from the University of Hong Kong. In her professional practice, she provides educational psychological services at pre-school rehabilitation centres. She has been leading various projects on supporting children with different special educational needs, and has helped develop teacher training courses on preschool special education for the Open University of Hong Kong. Her research interests include childhood developmental disorders, early assessment and intervention, literacy and numeracy acquisition, dynamic assessment and mediated learning, and thinking skills.

Dr. Kathy Kar-man Shum  
*Hons BSc (U. of Toronto), MSc (U. of Toronto), PCEd (HKU), PCPsy (HKU), PhD (HKU), FHEA*

Dr. Kathy Shum graduated from the University of Toronto with an Honours Bachelor Degree in Human Biology and Master Degree in Physiology, with special research interest in diabetes. She chose to pursue a career in education after obtaining her Postgraduate Certificate in Education from the University of Hong Kong. After seven years of teaching at a secondary school in Hong Kong, she started anew in the field of psychology under the Postgraduate Certificate of Psychology, and continued to complete her doctoral degree in Educational Psychology at the University of Hong Kong. She is currently the Director of the Master of Social Sciences Programme in Educational Psychology. She was awarded Fellowship from the Higher Education Academy (HEA) in 2019. Her research interests include parenting, autism spectrum disorder (ASD), and attention deficit/hyperactivity disorder (ADHD).
Dr. Terry Tin-Yau Wong  
BSocS. (CUHK), PhD (HKU)  
Dr. Terry Wong completed his bachelor degree in the Chinese University of Hong Kong and his doctoral degree with a specialization in Educational Psychology in University of Hong Kong. He is a Registered Psychologist under the Hong Kong Psychological Society. He is currently the chief examiner of the PsyD Programme in Educational Psychology. Dr. Terry Wong is an active researcher and has been recognized by the Association for Psychological Science as a Rising Star in 2019. His research focuses on children’s cognitive development in general and mathematical cognition in particular. He is particularly interested in the cognitive profiles of children with mathematics learning disabilities.

Dr. Kathy Wong  
BASc (U. of Guelph), PCPsy (HKU), PGDE (HKIEd) MSocSc (HKU), DPsy (HKU)  
Dr. Wong obtained her bachelor’s degree in Canada, her post graduate certificate in Psychology, master of social sciences (Educational Psychology) and doctor of psychology degree (Educational Psychology) from the University of Hong Kong. Her research interests lie in children with Autism Spectrum Disorder.
To ensure that the training in the programmes keeps abreast with international standards, we appoint external examiners who help to examine samples of the students’ examination scripts, written assignments, and dissertations. They have the responsibility to comment on the students’ overall performance and provide feedback to the programme staff on the improvement of the training. In the past, internationally renowned scholars in the field of educational/school psychology had served as our external examiners. They included Prof. Peter Farrell from the University of Manchester, Prof. Thomas Oakland from the University of Florida – Gainesville, Prof. Shane Jimerson from the University of California – Santa Barbara, Prof. Federick Medway from the University of South Carolina, Prof. Beth Doll from the University of Nebraska-Lincoln, and Prof. Jack Cummings from Indiana University Bloomington.
Other than receiving advices from external examiners who are internationally renowned scholars in the field, the programme staff members have also been in frequent consultation with the key local stakeholders in the profession on matters pertaining to the programme and professional training of educational psychologists. Suggestions and feedback are sought from them through (1) regular supervisors meetings, (2) Educational Psychology Network meetings, (3) Educational Psychology Liaison meetings, and (4) program retreats. The supervisors meetings are attended by the senior educational psychologists who supervise the students in practicum. The Educational Psychology Network is composed of representatives from professional body and educational psychologists from different sectors in the profession. Compared to the Educational psychology Network, the Educational Psychology Liaison is a smaller group. It is composed of representatives from Education Bureau, professional body, and the two universities that train educational psychologists in Hong Kong. Advices are also solicited from the graduates of the programme who are taking leadership in different sectors in the field during program retreats.