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Education on law-abidance leadership: Does face-to-face teaching matter?

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Abstract: To promote law abidance in university students, we have launched a 3-hour law abidance leadership education program since 2021/22 academic year. To understand teachers' perceptions of the program, we have conducted qualitative evaluation of the programs delivered via a hybrid mode and online mode in 2021/22 academic year. As the program was delivered via a face-to-face mode in the first semester of 2022/23 academic year, we invited the teachers (N=9) to describe and share their teaching experience. Several observations can be highlighted from the results. First, teachers prepared the lecture using different strategies and previous teaching experience was helpful. Second, teaching experience of the teachers was generally positive, although they also experienced some challenges. Third, while the responses of most students were generally positive, some students showed negative behavior. Fourth, teachers generally agreed that the teaching promoted their professional teaching and well-being. The participants also had positive reflection about their teaching. These findings are generally consistent with the research findings presented previously, suggesting that law abidance leadership is beneficial to the students and teachers.

Keywords: Qualitative study, teacher evaluation, Hong Kong National Security Law, law-abidance leadership, replication, Hong Kong

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Introduction

The Anti-Extradition Law Amendment Bill proposed by the Government of the Hong Kong Special Administrative Region triggered unprecedented protests in Hong Kong with pervasive violence and vandalism (1). To restore peace and order in Hong Kong and based on the “Decision of the National People’s Congress on Establishing and Improving the Legal System and Enforcement Mechanisms for Safeguarding National Security in the Hong Kong Special Administrative Region”, the “Law of the People’s Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region” (also known as “Hong Kong National Security Law”) was enacted in 2020. In the Hong Kong National Security Law,

education institutions (including universities) have the responsibility to educate students on the Hong Kong National Security Law.

To educate students on Hong Kong NSL, we embed NSL education in a leadership subject entitled “Tomorrow’s leaders”. The program consists of a 3-hour lecture on law abidance leadership covering concepts on national security, the need for national security, modern Chinese history, the Constitution, the Hong Kong Basic Law, and the Hong Kong National Security Law. Besides the 3-hour lecture, students are also required to study 60 lecture notes for roughly seven hours. In Semester 1 of 2021/22 academic year, as the pandemic was not stable, we implemented the program via a hybrid mode. In Semester 2 of 2021/22 academic year, as the pandemic became worse, the program was delivered via an online mode.

To understand the impact of the program, we have conducted several evaluation studies. For the program implemented in Semester 1 of 2021/22 academic year, post-lecture evaluation showed that the respondents had positive views about the program and its benefits, particularly on their intention to follow the law (2). Besides, a focus group study showed similar findings and the qualitative findings triangulated the quantitative findings (3). To understand the views of other stakeholders, we also invited the teachers to describe their teaching experiences (4). These three studies give a consistent picture – the teachers and students had positive perception of the program and perceived benefits of the leadership program implemented in Semester 1 of 2021/22 academic year. Similarly, we conducted a post-lecture evaluation in Semester 2 of 2021/22 academic year. Again, results showed that students had positive views of the program and benefits of law abidance leadership education (5). Furthermore, we also invited teachers to document their views on their teaching experience, particularly their views on the benefits of the leadership education to the students (6). In short, all five studies revealed that the respondents were generally positive about law abidance leadership education implemented in 2021/22 academic year, although there are some difficulties and challenges encountered.

In Semester 1 of 2022/23 academic year, as we resumed to a full face-to-face teaching mode, the delivery mode is different from the hybrid mode and online mode adopted previously. Hence, there is a need to understand the views of different stakeholders, including the teachers. As such, we invited the teachers to conduct this qualitative study to understand their views.

Methods

Nine teachers taught the 3-hour lecture on law abidance leadership in Semester 1 of 2022/23 academic year via face-to-face format. After completion of the course, they were invited to respond to a questionnaire containing the following questions:

1. How did you prepare for this lecture? If you taught this lecture in 2021/22, did your previous teaching help?
2. What were your experiences when you teach this lecture? Any positive and negative experiences?
3. What were the major challenges when you teach this lecture? How did you overcome them?
4. What were the responses of the students to this lecture?
5. Did the students benefit from the lecture?
6. How would you comment on your professional development and well-being as a teacher in teaching NSL education?
7. What reflections do you have after teaching the law abidance leadership lecture(s)? What have you learned from your teaching?

Results

Amongst the nine teachers, seven teachers responded to the questionnaire in a voluntary and anonymous manner. Their responses to the above-mentioned questions are summarized in the following sections.

Preparation and the role of previous teaching

For the first question, colleagues highlighted how they prepared for the lecture. Some sharing is as follows:

- “Similar to last year, my preparations were as follows:
 - i. Studied the teaching materials thoroughly, especially the newly added materials about HK NSL.
 - ii. Carefully and clearly identified and planned the specific learning activities and personalized my teaching plan for the two respective classes (since the orientation and characteristics of the two classes were greatly different).
 - iii. Borrowed library books and searched related articles to study and explore further the issues related to the lesson (e.g. modern Chinese history and the major historical events related to the humiliation history of China).
 - iv. Identified, revisited, and developed proper learning aids in executing the lesson (especially for in-class interactive activities).
 - v. Collected useful materials (newspaper articles, related pictures and photographs of NSL and other offenses, education situation in HK, cartoons or humorous drawings etc.).
 - vi. Found relevant handouts and materials on the Internet (especially references from EDB and other local universities to update my teaching content).
 - vii. Found and used appropriate teaching methods and available technology for teaching.
 - viii. Reviewed all PPT slides and tried to strengthen the linkages between different parts of the content.
 - ix. Designed and prepared interactive activities appropriate for F2F teaching.
 - x. Rehearsed (physical and mental rehearsals) the updated lesson several times.
 - xi. Joined the mock teaching sessions, with colleagues acting as students. Very useful feedback and constructive suggestions were collected from the supervisor and teammates. The practical suggestions and ideas were incorporated into the actual lecture.”
- “To prepare myself for this lecture, I studied all the PowerPoint slides and lecture materials prepared by our team a few times and discussed with colleagues the best ways to deliver knowledge in a more precise way ... I also wrote some notes for some PowerPoint slides to get myself familiar with the historical things, different political views, and the connection between different knowledge points regarding national security law. After that, I edited the slides to make them easier to understand and more attractive. Before the teaching day, I memorized some key slides and had mock teaching myself in front of my family members.

My family members gave me some valuable feedback which helped to improve my presentation style and confidence.”

- “When it came to this semester, I conducted some surveys in the previous weeks and asked for the student’s thoughts and ideas regarding this topic ... With the mini-survey, I knew the students’ initial perceptions and what kind of preparation I needed to do before the lectures”.
- “I prepared for this lecture through three means. First, I attended a mock teaching session where nine teaching colleagues took turns to demonstrate how they organized and delivered the session ... Second, based on the standardized version, I tailored the lecture slides according to the disciplinary backgrounds of my students and the instructional style I got used to. Third, I invited a senior colleague to help me with mock teaching and consulted her about my concerns in material selection and activity design.”

The participants also pointed out that previous teaching experience was helpful to them:

- “Since I have taught this lecture in 2021/22 for 2 times, the previous teaching is very useful and meaningful as I was more familiar with the lecture content. In addition, the experiences (no matter positive or negative experiences) helped me possess a certain technique in teaching NSL and gave me some sense of reassurance. Frankly speaking, although there are still psychological struggles towards NSL education in Hong Kong, the accumulated teaching experiences helped me to make some progress towards better teaching efficiency in this topic. Personally, the growth of the mind, teaching ability as well as efficacy are valued.”
- “The previous teaching in 2021/22 helped a lot as I am more prepared for the lecture. Since I have taught this lesson before, I gained more practical experiences to deal with students’ responses and learnt to deal with uncertainty in lectures ... This also reflected that I am more familiarized with the materials, and I could spend more time on students’ needs during lecture.”
- “Since I taught this lecture in 2021/22, my previous teaching experiences gave me lots of insights on how to prepare the content and some knowledge points more systematically. I am more skillful in time management, teaching pace, leading discussions and engaging in reflection. I was much more ready for this topic and could handle students’ questions well.”
- “The experience in the first two semesters helped me a lot, and I benefited greatly from the mock teaching arranged by our team. I was already familiar with the contents remarkably. I was able to memorize the contents more relaxed than I did in the first semester. When I conducted the mock teaching, I could deliver the content without hesitation and clearly present the terms and sentences. Moreover, I realized that I need to add more funny and interactive moments to the content. Therefore, I revised some of the teaching materials I mentioned in the previous part.”

Teaching experience

There are two observations regarding the experiences of the teachers. First, some teachers reported overwhelming positive experiences:

- “The teaching experiences were very positive. Students paid attention during the case discussion. Approximately 55% of the class participated in the games.”
- “For positive experience, I received students’ positive feedback from their post-lecture evaluation ... One of the students mentioned ‘During this lesson, I can deeply understand

the NSL which I didn't understand before. Also, the game session can help us understand the NSL in an interesting way.”

- “The majority of the students listened to my teaching. They were quite concentrated and tried to understand the materials.”
- “When I asked the students what they felt after Lecture 8, some students replied that, they understood more about the four offences and the materials are informative, quite a useful lecture.”
- “In general, my experience is quite positive as both lectures went smoothly, and the overall atmosphere was quite positive. No challenging or difficult questions were raised by the students. Most of the students were cooperative. I spoke to some students after the lectures, and they considered that the activities conducted could help them in understanding the lecture.”
- “Similar to last year, my 2 classes went smoothly as well and the overall atmosphere was positive ... In this lecture, I have prepared a variety of interactive games and activities and students had quite keen participation. The students mainly considered that the activities conducted helped them in understanding the different themes and enjoying the lecture. The attendance rate of this lecture was very good as usual.”
- “I was nervous because of the political controversy related to the lecture topic. Fortunately, I did not experience any prominent interruptions from students as shared by other teaching colleagues. This could be partially attributed to the composition of students from my classes. I taught two sessions, with more than half of the students from mainland China. A certain degree of buy-in could be observed before the lecture. Comparatively, Hong Kong local students and a few international students were the minority.”
- “I taught three lectures this semester, and the pace and atmosphere were smooth, which I gave credit to the thorough preparation before the lectures ... In addition, inviting international students to share the national security law in their countries was inspiring. I had international students in all three classes: Russia, Germany, India, Pakistan, Belgium, and South Africa.”

Second, a few teachers reported negative experiences as follows:

- “Some students fell asleep during the lecture. Some students did not listen to the lecture, and they just did homework/other assignments on their computers. Some students shook their head slowly when I introduced the court cases. Some students wrote some irrelevant and negative answers via Kahoot when I asked them what they thought about National Security Law.”
- “A few students (who were most likely sitting at the back of the lecture theatre) were not ready for this lecture and showed some emotions toward the teaching content. I recalled, in the first part of the lecture, they sat properly and showed some interest when we taught about law-abiding leadership and Chinese history at the beginning. However, they fell asleep ‘immediately’ and made some noises when I started teaching National Security Law. Around three students in one of the classes left the lecture room and went to the toilet when we came to the sensitive cases. I understand that it is difficult to change the students’ perception in a short period of time or asked them to accept what we teach in a lecture. Therefore, I think I would spend more time communicating with those students in next semester and try to understand them with empathy.”

Challenges encountered

The teachers mentioned several challenges that can be summarized in several categories. The first category of challenges emerged from the students:

- “Some students fell asleep and did their work during the lecture... some students wrote some irrelevant and negative answers via Kahoot when I asked them what they thought about National Security Law ... For example, some students wrote ‘*Force me to follow the law*’”.
- “Some students stated that they have tried the National Security Quiz for more than ten times but still failed. I showed empathy to them and encouraged them to do it again.”
- “Two of my three classes began at 8:30 am. The students had difficulty getting up and paying full attention to the lectures.”

The second category of challenges arose from the teaching process:

- “The major challenges are the instant feedback and reaction of my students during/after the lecture. Some students raised some concerns to me, for example, an international student told me how desperate she was when came to the content of Chinese history. She asked why foreigners also needed to take this lecture and the compulsory test. I think the challenging questions are unavoidable and expected since national security law is a controversial topic for some people. I tried to explain the rationale of national security law to the students and handle their questions with care by providing professional responses during/after the lecture.”
- “The other major challenge was that the students tended to keep silent in class and avoid discussion when they had some strong political stands on critical cases. Some students even refused to answer questions in class when I asked them to give feedback. I guess the reasons behind this would be the worries of being put at risk since the lecture is recorded. I observed the negative emotions on their faces and found it difficult to motivate them in discussions sometimes.”
- “Although most students were involved in the discussion in the first hour, more of them remained silent regarding the National Security Law in Hong Kong. They were hesitant to voice their views when discussing the offenses and cases. I initially prepared around 30 minutes for the part about myths and realities, but we finished all the discussions within 15 minutes in my Monday class. For one thing, they feared their opinions would be misinterpreted, which would put them in danger. For another, they took a passive view as they thought the public had no saying in these laws and regulations.”

The third category of challenges are related to the teacher:

- “The major challenge of teaching this lecture is myself. I believe my prejudice makes me lack of openness in letting students to discuss some of the examples in class. I believe it is because I worried that students would argue with classmates when their political views are difficult with others. It would be quite chaotic if we allow different political views shared in class. This would spread some of the negativity in the classroom and difficult for me to have a better classroom management.”
- “Although I prepared quite a lot and mentally rehearsed for many times, I was a bit nervous because I could not predict what my students would do and react in the lecture. I stated the purposes of this lecture for 5-6 times and showed respect to students’ points of views in the lecture. The students seemed to understand and sounded okay.”

Concerning how to cope with the challenges, the participants suggested that adequate preparation is the key:

- “To overcome these challenges, better preparation is the most important thing ... I had a detailed planning on each part of the lesson, the allocation of time was considered carefully in which my pace in face-to-face teaching was well-adjusted ... more interactive and vivid pedagogical design was developed to attract students’ attention and allow them to participate and share their views. I also tried to search additional information from different discussion forum regarding this topic. In addition, purposeful self-disclosure was deliberately inserted in different parts as examples, and I kept reminding myself to be more sensitive and reflective on my teaching, especially, I need to respect different viewpoints and values in students.”
- “When preparing for this lecture, I struggled to balance the space for students’ authentic sharing and the concerns of keeping class order. To overcome this challenge, I followed three principles when designing relevant in-class activities, namely anonymous response, unconventional format, and neutral feedback”.
- I used some Padlet sharing to invite the students to use emojis or pictures to show their feelings when they knew there was a National Security Law lecture. The responses were diversified, and I also witnessed some radical words, unfriendly emojis, and aggressive sentences. I responded to those comments and asked them to elaborate more anonymously.”

Another teacher pointed out the importance of acceptance: “Deep in my heart, I did not know how to respond to the comments naturally and peacefully. I reflected that it was my stereotypes as well. Nonetheless, this semester, I accepted that the students had their standpoints and even felt glad that they were brave and open enough to me. It would be sad if the teachers could only embrace positive comments.”

Responses of the students

Regarding responses of the students, the teachers generally perceived the responses of the students to be positive. The sharing of some teachers is as follows:

- “The responses of the students are quite positive ... Some of the students’ responses are as follows: a) “NSL protect our countries;” b) “Very useful as I can learn more about the actual benefits of NSL;” c) “I have learnt more concepts about national security and its importance.” In general, students learnt National security law is crucial to the prosperity of the country.”
- “Overall, the responses of students were positive. Students showed a good understanding of the Hong Kong NSL, potential behaviors that might violate the law, and the consequences of a law violation. Some students admitted that they think the Hong Kong NSL limits individual freedom. It allowed the class to discuss and recap the logic behind the social contract theory.”
- “Both classes went smoothly and the overall atmosphere were positive. No challenging questions were received, and students were cooperative and responsive. I had prepared some interactive games as well as activities, and students had keen participation. The students mainly considered that the activities conducted helped them in understanding and

enjoying the lecture. More than 4/5 of the students attended the class in person and their responses could be regarded as constructive and cooperative.”

Besides, some teachers pointed out that while the responses of the students were generally positive, they were “neutral”, “quiet” and “inactive” responses:

- “The students were generally neutral and emotionally stable when I conducted this lecture. Some students shared that they understood more about the Chinese History and the reasons of implementing the National Security Law in Hong Kong. Some students were surprised that National Security Law is actually very common, and it can be found in many places around the world. Students did not want to do the quiz but they knew that they had to complete it due to the course requirement. The qualitative and quantitative results of lecture evaluation of lecture 8 showed quite a positive result.”
- “Another observation is that students from mainland China welcomed the lecture more, comparatively speaking. Besides, it is distinguished that a number of local students who frequently engaged in the previous lectures had chosen to be quiet and inactive in this lecture. Having discussed with them after class, they expressed that they have very negative impression towards NSL in Hong Kong and they have no interests on the topic, therefore they chose to be silent in the lecture throughout. This group of students still chose to attend the class because they knew that this is the expectation from University and they gave face to their teacher.”

While the preceding observations suggest positive and “predictable” responses of the students, the complexity, variability and unpredictability of students’ responses are revealed in the sharing of one teacher:

- “I am surprised that students this year were different from those in previous years ... some students responded passively to the lecture, and the atmosphere was slightly different from my previous lectures. When I invited them to share their opinions, some students declined to answer, which had never happened before.”
- “The response of my three classes was different as well. The students in my Monday class ... held a negative view of this topic. There were around 30% of the students from Mainland China. From my previous experience, it was usually perceived that the local students dislike this topic, but the students from Mainland China might show active responses to this lecture. To my astonishment, most students in this class were pessimistic. Interestingly, the students in my Tuesday and Wednesday classes were more active even though there were more local students there, and the atmosphere was enjoyable.”
- “I had casual chats with some students one week before the lectures began. One student said, “Miss, I hate this topic very much. Can I skip the class on Week 8?” Another student shared, “I could not guarantee that I would not say something disrespectful during the lecture. It would destroy your lecture.” To respond to their concerns, I encouraged them to participate in classes, share their opinions, and participate in discussions. Nevertheless, they were usually active students but did not say anything during the lectures. Furthermore, their response in their post-course evaluation was negative as well. One student shared, “It is just not on you, Miss XXX; it is about the curriculum.”
- “After checking the post-lecture evaluation, I saw that some students reflected that they did not benefit from the lecture. They rated the lowest point in every question. Honestly, I felt sad when I saw the comments, as I thought I had paid great effort into preparing and

delivering the lectures. I also understood that I needed to respect their opinions as it was impossible to change their views in merely 3 hours. After the lectures, I received a WhatsApp message from one student in Monday's class, and it read,

"Good evening. Dear Miss XXX, I wanted to share my support with you during today's lecture. You might see an abundance of negative comments after lecture 8. However, I'm pretty sure that that has happened not because of your performance but because the NSL topic is very sensitive overall. So those who expressed negative feedback after the lecture (me included) were not necessarily unhappy about your way of teaching but about the topic overall. I just wanted to let you know that you're doing a great job, and we all love you very much 🤍 I had a sense that the fact of negative feedback made you feel down and unsure, and whether I am wrong or right, I'm just sharing my support and praise. Have a good night."

I was moved to tears when I read the message. The words inspired me to do my best no matter what kind of feedback or comments I got from the students."

Perceived benefits to students

Regarding the question of whether students have benefitted from the lecture, the responses are generally positive. Some teachers had the following sharing:

- "I believed that students benefit a lot from the lecture. During game session, students understand the 4 major crimes. In addition, they understand the differences between "reform" and "revolution" ... After lecture, it seems that they are clearer towards the definitions of these two concepts. One of the responses from the post-lecture evaluation mentioned that he/she could differentiate the differences between these two concepts. I was delighted that they have benefit from the lectures by learning new knowledge of NSL."
- "Most students benefit from the lectures. Although some students resented this topic, they learned something and understood the basic information of this topic."
- "Students are believed to benefit from the lecture as the overall responses were positive. Some international students showed their appreciation of this lecture as they were able to gain a good understanding of the Hong Kong National Security Law."
- "From what I observed, I think the majority of the students benefitted from this lecture. The lecture was conducted quite smoothly, and the court cases were fully elaborated. Some of the students also gave their opinions on the court cases and could tell us about the related crimes in some cases correctly. After the class, some students shared that they understood more about the four offences and the materials are informative, quite a useful lecture."
- "Some students agreed that this lecture helped them to clarify some misconceptions about NSL in the post-lecture evaluation questionnaire. I was glad to know that the students gave this lecture plenty of positive feedback. In the evaluation, most of them expressed positive views on the content we designed and the class activities. Moreover, students responded that they knew the reasons for having this lecture, our intention as an educator, as well as the importance of obeying the law during the consultation meetings. As a teacher, it is happy to know that even though the students were silent in the class, they were still listening and paying attention to us."
- "It is perceived that students benefitted from this lecture ... A number of students found the lecture educational and meaningful. Some students also reflected that they had reviewed

the quality of law-abidance from a new perspective. By receiving useful materials and acquiring new knowledge, students claimed that some misconceptions towards NSL were somehow eliminated. In addition, this lecture let them know the importance of national security and some students admitted that they are willing to shoulder up their civil responsibilities after attending the lecture.”

- “I noticed that my explanation of social contract as the reason for law-making and fair cooperation as the mechanism of law abidance in general helped enhance students’ buy-in of the prevalence of NSL across the globe. In addition, according to students’ responses to the post-lecture evaluation, they became more aware of the specific offenses to HK NSL and corresponding penalties.”

Professional development and well-being of teachers

We could highlight four observations based on the narratives of the teachers. First, teachers generally felt that teaching NSL education contributed to their professional development. Some narratives are as follows:

- “I believed that teaching NSL education strengthen my professional development as a teacher ... students understand my passion in using different ways to teach them new knowledge even they do not like the content much.”
- “I think this is a valuable opportunity for me to conduct this lecture because this lecture is something new and unique ... Actually, I did not know the NSL very much after its implementation in Hong Kong. This lecture provided a chance for me to understand what it is and the four offences more specifically. Not only I could understand NSL thoroughly, but also, I could share this information with my students and children”.
- “My experience of teaching NSL was somehow positive ... the whole process is beneficial to me as well. In particular, I did benefit a lot from our team's mock teaching training sessions. During the process, very useful feedback and constructive suggestions were collected from the supervisor and teammates. ... I can refresh my understanding of NSL through my teaching.”

The second observation is that teachers felt that teaching NSL education contributed to their well-being:

- “Honest speaking, I did not have any political preferences and I welcome the implementation of NSL in Hong Kong. Several years ago, there were protests on the street and the tear gases were everywhere. It seriously affected my personal life and my family. ... When I knew I would teach NSL education at PolyU, I am neutral, or even positive to it because it is a trend that the students should know what NSL is if they stay in Hong Kong.”
- “I was a bit nervous because I did not know what my students would react. However, after I shared my views and I showed respect to the students genuinely in the lesson, most of them understood and willing to listen. I was positive and released psychologically after conducting the class.”
- “I learned to be more open-minded in discussing the sensitive content with students. This experience also helped me explore my strengths and weaknesses in teaching. The challenges encountered also motivated me to reflect further on my own emotions, values, and teaching career. I felt more confident in teaching NSL education.”

- “I experienced headaches and insomnia in the previous semesters as I was too nervous and scared to say something wrong or trigger the students' emotions or be rebellious. ... Instead of being nervous and stressed for several weeks before this lecture, I followed my pace this time. Specifically, I added some personal experiences to share, and these personal elements made me feel comfortable.”
- “I have developed a higher acceptance of uncertainty since teachers could not have developed the intention to predict and control the students' reactions. It was not right to anticipate the lectures to be accepted and liked by everyone. The unpredictable reactions from the students made the classes exciting and inspirational. We could learn how to respect others' views and express our opinions peacefully, which was also why we integrated NSL education into Tomorrow's Leaders.”
- “When I adopted a more relaxed approach to the lectures, I did not experience negative emotions before and after the lectures. I admitted that I felt sad and surprised when I saw some negative comments, but the emotions did not affect me too much. After reflecting on the negative comments in my first class, I adjusted my mental status quickly and revised some teaching materials promptly.”
- “After teaching NSL education, I found that it benefited my professional development and well-being as a teacher ... This has enhanced my own law-abiding quality and understanding of how national security law safeguards HK's interests and people's well-being.”

The third observation is that teachers practiced different teaching methods to teach politically sensitive topic. The narratives of some teachers are as follows:

- “Specifically, I was glad I could adopt student-centered learning in my classes. Although my teaching experience was limited, I could utilize the opportunities to recognize and accommodate different learning modalities in my three classes ... The atmosphere was thrilling.”
- “I always encouraged my students to voice their opinions during the lectures and provided them with a non-judgmental environment.”
- “I utilized open-ended questions to help them arrive at conclusions or satisfactory solutions ... The open-ended questions allowed the students to be involved in the discussion and share their opinions freely. For example, some students were curious about why they needed to learn modern Chinese history since they had just learned it in secondary school. After their discussion, I concluded that learning history could help us know the consequences of being a failed state, analyze and explain problems in the past, and understand and solve current and future problems.”

The final observation is that teaching of NSL helped the teachers to clarify their role as teachers, particularly on how to teach NSL and promote moral development in students. Some sharing is as follows:

- “My major takeaway from this lecture relates to my stance as a citizen and my primary duty as a teacher. Teachers, as a citizen, could have our political views. However, facilitating students' development should be the priority in teaching and learning, which may not always align with our political stance ... Clearly, clarifying our stance before launching into a tirade makes our lecture more approachable. Figuring this out works well

to eliminate my anxiety and better prepare me to handle similar topics and challenges in the future.”

- “As a teacher, we play an important role to educate students and influence them for good. It is a good experience for me to understand a law that is very relevant to me as a Hong Kong citizen and teacher. As I believe, we could be the supportive factors to provide students with academic knowledge and boost their moral development.”

Reflections and learning from teaching

Some teachers reflected that the teaching of law abidance leadership contributed to their professional development:

- “I have been teaching NSL for a few semesters. The experience was quite amazing since my students would have different reactions in different classes. I have learned how to react and handle unexpected situations in classes with confidence. This experience could become an encouraging factor and give me more passion to teach better next time. I reflected on myself a lot after my teaching and after reading the comments given from the lecture evaluation reports.”
- “Personally, I have undergone quite a lot of reflections regarding this teaching duty ... Frankly speaking, my initial feelings when knowing the teaching assignment was somehow uncomfortable, tense and panic ... In the preparation process, other than trying hard to do the prior preparation work, I did quite a lot of meaningful self-talk with myself.”
- “Writing post-teaching reflection helped me critically evaluate my unprofessional behaviors. The practice reminded me of the importance of ongoing evaluation and the need to improve my teaching practice constantly. Such realization enhanced my open-mindedness and allowed me to relearn the subject from multiple perspectives with a non-judgmental attitude.”
- “It was clear to me that personal discovery of meaning in teaching this lecture was another critical component that led to my attitudinal and behavioral change. As a teacher and a citizen, I carry the responsibility to educate the younger generation about civic responsibility and law-abiding behaviors regardless of our nationality and political views.”

Some teachers also shared that the experience contributed to their teaching:

- “Looking back and comparing with my first and second time teaching this lecture, I believe my views on the issue of Hong Kong NSL, my teaching methods, and student’s learning outcome have changed drastically... By preparing for this lecture, my knowledge of Chinese history, social contracts, and laws in different countries was enriched, which led to an in-depth reflection and understanding of the rationale behind national security law.
- “Studying these materials with an open and non-judgmental attitude allowed me to gain many insights about the concepts of national security and education. The insights and reflection played a key role in lowering my anxiety in teaching this lecture and allowed me to be an effective mediator who encourages discussion in class.”
- Students’ attitudes and participation were totally different as my teaching style was adjusted. In the first and second semesters, students were quiet throughout the lecture. This semester, quite a number of students volunteered to share their views, most of the class participated in the games, and some students were willing to share their feelings and concerns honestly”.

Some teachers also shared that they used new pedagogies in teaching law abidance leadership:

- “I learnt to open my mind by exploring newer pedagogy to engage with my students. As the society is changing every day, we cannot stop and continue to teach the same pieces of teaching materials without standing from students’ perspectives to absorb the new knowledge ... If we aim to let students digest what we teach, we must think from their perspectives and try to use different ways to deliver our message.”
- “Student-centered approach I adopted eased the tension and stereotypes of my students. I did much self-disclosure in this lecture, and my students responded that they were comfortable in my class and that they were respected during the whole lecture. There was no pressure to urge them to agree with every sentence I mentioned, but they understood that following the laws is essential.”
- “Regarding some controversial topics, arguments or disagreements always happen. I needed to learn how to deal with disputes effectively without hurting the self-esteem and confidence of the students. Students would feel embarrassed if I responded to their sharing inappropriately.”
- “Use inspirational questions to link different parts together. As we needed to cover so many agendas in one lecture, I always put some conclusions and interactive games to conclude the previous parts and start the new ones.”
- “I tried to show care to students, created the releasing and positive atmosphere in the class, students were less panic and willing to share. Some students also shifted from being negative to neutral from what I observed in the class.”

Some students also shared that they had developed new teaching materials for this program:

- “In the coming semester, I hope I could find more videos and news related to my students so that they could feel that this topic is not only a political topic, but it is closely related to their daily life as a pillar of the society in the future.”
- Personalized teaching materials demonstrated my characteristics. I used some online games, songs, and videos to attract the students' attention. They would not feel bored and tired so quickly ... Apart from doing the presenting and lecturing, experiential learning and problem-based learning could also develop the student’s competence. As a teacher, I had the chance to embed new teaching tools every time. It is a golden opportunity for me to learn and develop in my teaching profession.”

Furthermore, some teachers emphasized the importance of respecting students:

- “Refrain from letting your standpoints influence the students. Honestly, I had my standpoint on this topic, but respecting my students in every aspect is also essential. When I strongly support or am against some issues, the students would feel it. The students would be resentful of the arrangement, which made the lecture coercive and not objective at all.”
- The principle of student-centered has dominated the pedagogy discourse for decades ... However, a paradox encountered by frontline teaching staff is the topic delivered is not always intrinsically motivating to students, particularly those bearing a certain extent civic/patriotism purpose in general education. Through the design and delivery of this lecture, it seems the way out of this paradox would be to believe in students as developed adults and endeavor to construct a democratic classroom.”

Finally, some teachers reiterated the importance of mock teaching as well as the usefulness of conducting evaluation for this topic.

- “Mocking teaching granted me confidence greatly. The teaching team arranged mock teaching every time before the semesters began ... I learned plenty of experience and valuable teaching tools from them. I appreciated and treasured this arrangement.”
- “It is vital to do pre-course and post-course evaluations and share the differences with the students. The teachers could arrange casual chats, simple questions, or online platforms to collect their opinions and comments on this topic. The feedback and comments were helpful for the teachers to prepare and adjust their teaching patterns and pace gradually.”

Discussion

In this study, we examined the responses and experiences of teachers on law abidance leadership education under a face-to-face teaching and learning mode. We invited teachers to respond to several open-ended questions where they were free to narrate their experience. There are several observations with reference to the questions. Concerning preparation, teachers generally used a wide range of strategies to prepare for the class and they regarded their previous teaching experience to be useful. Regarding teaching experience, teachers generally had positive teaching experience, although they also pointed out that there were challenges in their teaching, such as the “interesting” responses of some mainland Chinese students. For the responses of the students, teachers’ view was that the students’ responses were generally positive and they believed that law abidance leadership education was helpful to the students. Besides, they also perceived that the teaching benefitted their professional development and well-being. The teachers also had positive reflections in the areas of professional development, pedagogy development and teaching methods.

The present findings are consistent with the previous two papers (4,6) based on the sharing of teachers in several aspects. First, the existing studies point out that teachers perceived law abidance leadership education to be beneficial to the students. Second, although some students showed negative responses, a majority of the students displayed positive experience. Third, teachers also showed positive teaching experience, although they also experienced challenges. Fourth, teachers gained experience in the teaching process which contributed to their teaching experience. Overall speaking, there is support for the value of law abidance leadership education from the perspective of the teachers. From the perspective of replication, the current findings echoed the previous findings. Together with the evaluation findings on the hybrid and online modes (7,8), the present findings provide additional insight on the value of law abidance leadership education in the context of face-to-face teaching and learning.

In a broader perspective, if we add the findings based on the other three studies with students as the participants, the picture is also a coherent one. Generally speaking, the evidence suggests that the students had positive learning experience and law abidance leadership education is beneficial to their development. The findings also suggest that the program was well-designed and the teaching process was positive. As there are very few studies on teaching law abidance leadership in the scientific literature, the present findings constitute constructive evidence in this field.

One unique feature of this paper (and the previous two papers based on teachers’ perspective) is that we examined perceived impact of the teaching on one’s professional development and well-being. In fact, besides looking at the learning experience and academic

well-being of the students, it is equally important to examine teaching experience and teacher well-being of the teachers. There are three reasons why we should examine teacher well-being. First, without well-being, teachers would have difficulties to teach well. For example, a teacher who is too overwhelmed by anxiety would have reduced teaching efficacy in teaching law abidance leadership. Second, teaching should have intrinsic rewarding experience contributing to teacher well-being. If teaching has negative impact on teachers, there is a need to review the pedagogies and teaching methods. Finally, poor teacher well-being suggests the need to step up training for teachers.

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