



香港教育研究所

# Newsletter

Hong Kong Institute of Educational Research  
The Chinese University of Hong Kong

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## Research Notes and Innovations

*The Accelerated Schools Project, one of the research and development projects of the HKIER, has expanded in scope under the support of the Quality Education Fund. The following highlights some essential features of the Project to illustrate how research-based innovations are tried out in schools.*

### **The Hong Kong - Accelerated Schools Project (HK - ASP)**

The Hong Kong - Accelerated Schools Project has been initiated in response to the need for quality education. It started as a small-scale project and with the support from the Quality Education Fund for three years, the project is now extended to include fifty primary and secondary schools.



*The launching ceremony*

#### **Aims of the Project**

The project aims at achieving the following:

- enhancing quality school education through an innovative and dynamic university-school partnership model of comprehensive school change;
- strengthening principals' and teachers' professional competence through their involvement in the Accelerated Schools Project;
- cultivating a climate of educational change in the school sector and establishing quality culture among schools;

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- establishing an Accelerated Schools model, based on educational research and development and the realities of schooling in Hong Kong, and developing its potentiality for wider application and implementation in the school sector; and
- improving the understanding of quality school education, through the diffusion of ideas of the Accelerated Schools Project, to colleagues in both the school sector and the tertiary institutions.

### The Three Principles

The Accelerated Schools Project, advocated by Professor Henry Levin at Stanford University, rests upon three cardinal principles:

- The principle of *unity of purpose* maintains that all members of the school community share a dream for the school and work together towards a consensual set of goals that will be conducive to powerful learning for students.
- The principle of *empowerment with responsibility* suggests that every member of the school community is empowered to participate in a shared-decision-making process, to share in the responsibility for implementing these decisions, and to be held accountable for the outcomes of these decisions.
- The principle of *building on strengths* asserts that in creating an accelerated school, the school community recognizes and utilizes the knowledge, talents, and resources of every member of the school community.

### Essential Features

The central feature of an Accelerated School is that the school

- holds high expectations for every student; and
- provides each student with powerful learning experiences that emphasize complex and

engaging activities, relevant content and active discovery of curriculum objectives.

In essence, it adopts a gifted and talented approach, rather than a remedial approach to instruction. Moreover, an Accelerated School uses a comprehensive approach to school change which encompasses an integrated restructuring of school curriculum, instructional strategies and organization.

In Hong Kong, whilst the essence of the Accelerated Schools Project will be faithfully maintained, the procedures and implementation of the Accelerated Schools process, namely, *taking stock, vision-building, setting priorities, creating governance structure and engaging in an inquiry process* will be adapted to suit the local context.

In this project, a project co-ordinator and eleven school development officers will arrange some school development activities for the "core" group members and the staff of the HK-ASP schools, to facilitate changes and to realize the principles and procedures of the project, through workshop sessions and consultancy services.

### The Research Component

In recent years, there have been more calls for keeping links between school effectiveness and school improvement (e.g. Reynolds, et al., 1996). The former emphasizes a programme for research, strictness in research methodology and objective theory and explanations while the latter focuses on a programme for innovation and action, developmental research design, and change and problem-solving (Creemers & Reezigt, 1997). To bridge school improvement and school effectiveness, Reynolds et al. (1996) as well as Creemers and Reezigt (1997), advise that school improvement should pay more attention to the following:

- measurement of the impact of changes in improvement programmes upon the outcomes of pupils;
- enough time (at least two or three years) for the implementation of improvement plan; and
- use of multi-level modelling procedures and longitudinal quasi-experiments whenever possible.

In line with this trend, the project employs a combination of longitudinal, quantitative "pre-post" and "treatment-control" comparative design and case study methodology to study the effect of the Accelerated process on school change and students' outcomes over a three-year period.

### The Early Experience

#### *Development*

The ASP school development officers paid early visits to all the fifty schools, fostering a comfortable partnership relationship between the university and the schools. Whole-day workshops were run for more than thirty schools to actualize the three principles of the project and to cultivate a climate of educational change in the school sector. These workshops adopt a constructivist, "hands-on" approach designed to provide structured, practical exercises that actively involve participants. Reports are compiled and returned to each participating school. Very positive and encouraging comments have been received from workshop participants.




#### *Research*

The ASP Team assists schools in setting up baseline data for building vision, setting priority for improvement programmes and for future evaluation and/or reassessment. At an initial stage of the implementation process, stock-taking will be conducted for each individual school to elicit knowledge based information and to take a deeper look into its present situation. Both quantitative and qualitative data will be collected. Sets of questionnaires concerning students' self concept and quality of school life, teachers' sense of empowerment have been issued. Pilot tests have been run for all questionnaires. Fifty other schools will serve as control schools in order to set up the norm comparison with the fifty ASP schools in the project.

The school development officers and the researchers will conduct two full day interviews with all the personnels in schools including the principal, the panelchairs, the ASP core group, the teachers, the students, the administrative and clerical staff, the janitor staff and the parents. At the same time, all school documents will be analyzed and the profile of each school will be constructed. An initial stock-taking report will be compiled and returned to the school in January, 1999.

*(Inquiries about the HK-ASP can be directed to Professor John Lee of the Department of Curriculum and Instruction, CUHK)*

#### **References**

- Creemers, B.P.M. & Reezigt, G.J. (1997). School effectiveness and school improvement: Sustaining links. *School Effectiveness and School Improvement*, 8(4), 396-429.
- Reynolds, D., Bollen R., Creemers, B., Hopkins, D., Stoll, L. & Lagerweij, N. (1996). *Making good schools: Linking school effectiveness and school improvement*. London: Routledge. 

## Research Programme

*Educational assessment is important in that it provides both diagnostic feedback to enhance teaching and quantifiable information for accountability purposes. In view of the significance of the issue, the HKIER has co-ordinated a research programme on the topic of educational assessment and evaluation and how it relates to teaching and learning in schools in Hong Kong.*

### **Learning Targets and Their Assessment**

This research programme co-ordinates projects on educational assessment and evaluation. Team members consist of: Professors Chang Hua-hua, Chang Lei, Hau Kit-tai, Ho Man-koon, Lin Wen-ying, Ni Yu-jing, Ms Au Pui-kuen and Mr. Ip Ming-ho.

At present there are four on-going projects under this programme.

#### ***I. Primary School Mathematics Item Bank and Computerized Adaptive Test***

A standardized achievement test in mathematics is being established for schools in Hong Kong. This will provide very informative diagnostic feedback on students' achievement in various domains of mathematics learning. Students of very mixed ability can be tested with different sets of items and yet be compared along the same marking scale. In the pilot work, free service has been provided for more than 30,000 students in the past three years.

A computerized adaptive test (CAT) version of the test will also be developed in response to the SAR Chief Executive's strong commitment to implement information technology in schools. In a typical CAT, students answer multiple choice questions (or that require numerical response) directly at a computer terminal. The first few items are of average difficulty and are randomly selected. All other items are selected sequentially by the computer according to the students' ability as estimated in the items already taken. This will enable all students to take tests that are individually tailored to their ability level. Furthermore, research shows that students generally feel happier working with test items close to their own ability level. A pilot version of the CAT has already been constructed and has been demonstrated in various academic conferences. This is a collaborative project with Jiangxi Normal University, China.

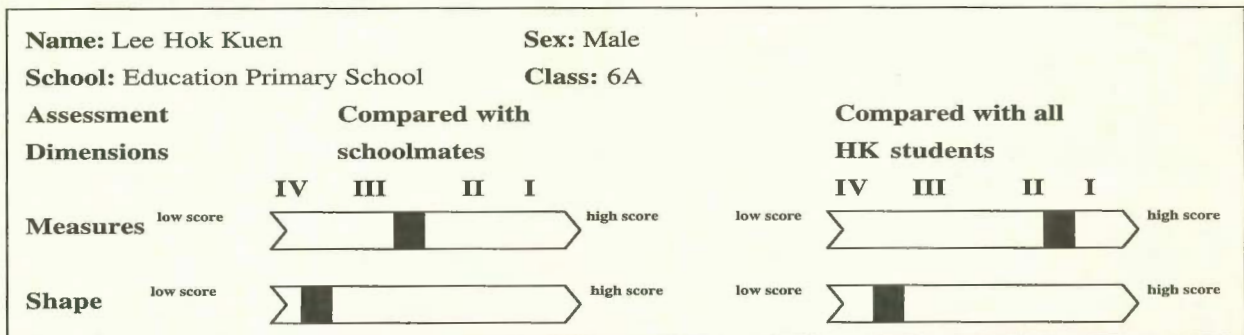
#### ***II. Establishing of a Standardized Putonghua Test***

China's Language Commission is the agency in charge of administering tests and certifying Putonghua proficiency in mainland China. The tests are labour intensive involving individual face-to-face interviews and experienced and intensively trained examiners. In view of the growing demand for a valid and reliable assessment instrument of Putonghua proficiency in Hong Kong, this project aims at identifying an efficient and reliable test of Putonghua proficiency. Various studies are conducted to examine the possibility of using group test which is cost efficient, stable across examiners, psychometrically reliable and valid. There will be standardized scoring procedure on audio tapes instead of live assessors. Generalizability theory will be used to determine the optimal combination of number of examiners/raters and items. The project is supported by a UGC grant of HK\$0.8 million. This is a collaborative project with China's Language Commission.

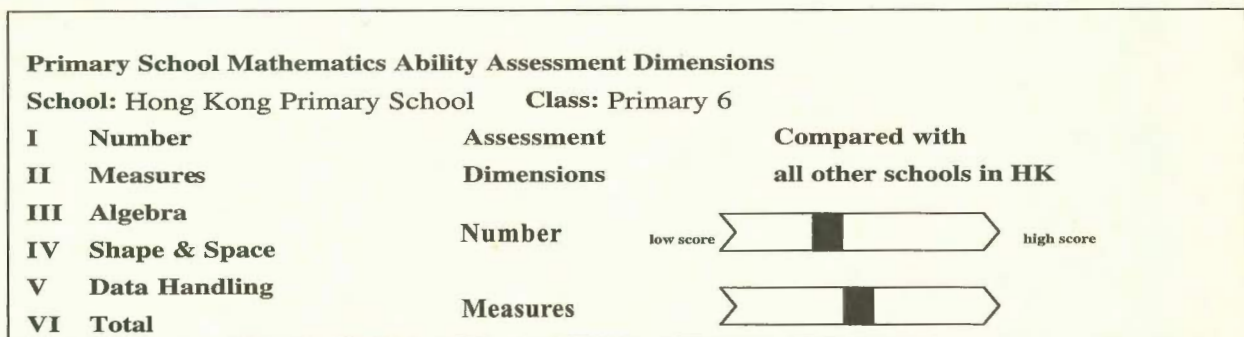
**III. Primary School Chinese Language Achievement Test**

With the introduction of the Target Oriented Curriculum (TOC), the provision of the necessary support and resources to assess students' attainment of the learning targets is crucial for the success of the curriculum reform. This project aims at developing learning targets, exemplars, performance tests, and other group-administered paper-and-pencil tests for the primary school curriculum. Specifically a set of Chinese achievement tests aimed at Primary 3 and 6 students will be developed. In the first stage, items of very diversified formats have been set to examine the effects of format on item psychometric characteristics. Using a spiral approach with 6 sets of question papers, students in six schools of high, average and low ability were tested. A much expanded and revised pool of items was administered to about 10,000 representative sample of students in Hong Kong in June 1998. Free diagnostic and summative reports were provided for all participating schools and individual students (Tables 1 & 2). This research is supported by the Language Fund with an amount of HK\$1.1 million.

**Table 1 Student Report (Sample)**



**Table 2 School Report (Sample)**



**IV. Academic Achievement and Learning Environment**

This project examines a number of important variables that will affect students' academic achievement. These include students' attitudinal factors (e.g., attribution, achievement goals, learning strategies, theories of intelligence) and classroom environment (e.g., classroom competitive goals, medium of instruction). The project will also investigate the interactional effects of individual students' characteristics and school variables. For example, students who have initially similar academic ability, but studying in schools with average ability will be compared against those in schools with high average ability (the big-fish-little-pond effect). A number of related studies have been conducted. Each consisted of 400 to 600 primary or secondary students in Hong Kong. A large-scale research has also been carried out with the Hong Kong Education Department in which more than 7,000 secondary students were followed for 5 consecutive years. ■

## Conferences, Seminars and Public Lectures

### 基礎教育研討會

研討會於五月三十日假中文大學何添樓舉行，與會者共二百多人。會議就七項有關優質教育的主要內容（指標、保證、管理、師資、課程、實踐過程和發展）作專題研討，由本港教育界的知名學者與資深的專業人士主講，發表論文共二十五篇。大會另設三個論壇，主題分別是「資訊科技的教育質素」、「優質教育基金的效能」以及「小學教師持續課程：理念與實踐」。



### '98 全球華人計算機教育應用大會

會議於六月十一至十三日於香港中文大學舉行。來自大陸、台灣、香港、美國、澳洲、紐西蘭等地區的華人學者於會上宣讀近一百篇論文，內容包括計算機教育應用理論與方法、科技化學習環境研究、電腦網絡在教育革新中的應用等。各地學者帶來的創新意念，對香港資訊教育界帶來不少裨益。

### 中學課程教材改革國際學術會議

為了促進各地區在中學課程教材改革方面的經驗交流，探討各類型中學課程教材體系以及中學階段普通教育和職業教育相互滲透的最佳模式，香港中文大學教育學院、香港教育研究所、香港華夏基金會、國家基礎教育實驗中心及中央教育科學研究所，於八月廿六、廿七日假長春市東北師範大學聯合舉辦「面向廿一世紀中學課程教材改革趨勢」國際學術研究會議。參與的學者和教育工作者約八十人，分別來自中國大陸各省市、香港、俄羅斯、日本等地。

#### Co-organized seminars/lectures 合辦之研討會／講座

| Date 日期  | Topic(s) 題目                                     | Speaker(s) 講者   |
|----------|---|---|
| 10/9/98  | 漢字的字形   | 傅永和教授<br>國家語言文字工作委員會副主任   |
| 19/10/98 | English in China: Educating for a Global Future | Prof. Clifford Hill<br>Chair, Department of International & Transcultural Studies,<br>Columbia University, Teachers College, U.S.A. |
| 7/11/98  | 香港教育體制的整體檢討論壇：<br>各種學制改革建議之間的優劣兼<br>評大學教育三改四    | 戴希立校長仁愛堂田家炳中學<br>侯傑泰教授香港中文大學教育心理學系副教授<br>曾榮光教授香港中文大學教育行政與政策學系副教授<br>鄭漢文教授香港中文大學教育行政與政策學系助理教授  |

## Forthcoming Conference

### International Conference on New Professionalism in Teaching: Teacher Education and Teacher Development in a Changing World

(15-17 January 1999)

This conference is organized by the Faculty of Education and the HKIER of The Chinese University of Hong Kong, in collaboration with the International Research Network "Professional Actions and Cultures of Teaching" and it will be held in The Chinese University of Hong Kong.

The theme of the Conference is particularly relevant to educational development in the world today. As our rapidly changing world faces the advent of a new millennium, and as societies search for better ways of educating their young, the multi-faceted role of teachers and the direction of their development warrant careful analyses and a fresh course of actions. The purpose of this Conference is to provide a timely forum for discussions of crucial issues in teacher development and teacher education. It is hoped that a synthesis of ideas and experiences will help the world's teaching profession to chart its future course of development.

All correspondence should be addressed to the Conference Secretariat:

PACT International Conference

Phone: (852) 2609 6928

c/o Hong Kong Institute of Educational Research

Fax: (852) 2603 6850

Room 204, Ho Tim Building

E-mail: pchan@cuhk.edu.hk

The Chinese University of Hong Kong, Shatin, N.T.

WWW site: <http://www.fed.cuhk.edu.hk/~hkier/seminar/s990115.htm>

## Consultancy Services

### 常州市香港職業教育進修考察團

香港教育研究所聯同常州市教育委員會於十月十九至二十九日期間，舉辦「常州市香港職業教育進修考察團」，安排國內學者到港考察和接受培訓。除了參加「面向新世紀職業教育講座」外，考察團參觀了香港中文大學、香港教育學院、沙田工業學院等多所院校。藉著了解香港的職業教育發展思想和辦學模式、管理經驗，推動常州市職業教育的改革和發展。



## Publications

## New Publications

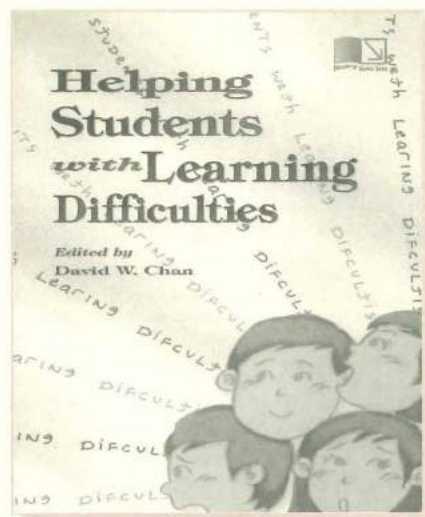
**The Educational Studies Series — *Helping Students with Learning Difficulties***

edited by David W. Chan

Helping students with learning difficulties has been a perennial issue in special education in Hong Kong. In this book, the authors address the important questions in the field with reference to the Hong Kong setting, including:

- How can the development of special education in Hong Kong be understood in the light of the pursuit of equity and excellence?
- What progress has been made in the provision of services in special education in Hong Kong?
- How can such progress be evaluated effectively?
- What lessons can be learned from the developments and provision of services in other societies, such as the United Kingdom, mainland China, and Taiwan?
- How do students with learning difficulties in Hong Kong and their teachers perceive themselves?
- How can the special needs of these students be met, and what works in North America?
- What forms of educational or instructional practice can offer new possibilities for helping students with learning difficulties?
- What are our vision and tasks for the 21st century?

This book will be a good introduction to special education in Hong Kong. It is intended to be a source book for practitioners and educators who want a better understanding of the current issues and strategies in helping students with learning difficulties.



(ISBN: 962-201-818-1, 212 pages, paperback, HK\$250)

**教育研究系列 —— 《閱讀與寫作教學》 周漢光編**

(國際統一書號：962-201-817-3  
223 頁，平裝本，HK\$195)

閱讀教學與寫作教學，是語文教學中兩個重要的環節。本書收錄了這兩方面的十七篇文章，其中八篇關於閱讀教學，九篇關於寫作教學。

本書的編排，按主題分為甲、乙兩篇。甲篇閱讀教學，細分為「閱讀活動的設計」、「詞匯及文言文教學」、「中國語文及文化科教學」及「範文教學法探討」四個專題。乙篇寫作教學則分為「寫作與構思」、「語法分析與應用文教學」、「思維訓練」、「教學新嘗試」、「教學的反思」及「寫作的引導與評講」六個專題。這些專題，都是針對閱讀教學與寫作教學中要處理的重要問題，有些更是涉及香港特別行政區特有的中文課程與教法而進行討論的。

本書除了內容豐富，尚具有下列幾點特色：

- 問題導向，從解決學生閱讀與寫作的實際問題出發，環繞這些問題介紹理論、評價事例、提出個人意見；
- 理論與實踐並重，不作泛泛的空談；
- 著眼於改善學生讀寫能力的同時，也注重提昇教師的教學素質。

本書對幫助學生突破閱讀與寫作的困境，進而培養學生讀寫方面的興趣，提高學生讀寫能力以及教師的教學都有幫助。



## Occasional Paper No. 14

教育機會差異在香港：現狀和研究議題評述  
謝均才

戰後香港教育發展的里程碑，當推實行九年免費普及教育。大多數人均肯定和相信這項成就，從而追求更佳教育質素，但卻往往忽視了普及教育下不平等的現實。尤其是在香港，一向的教育政策，均不關注「教育機會均等」這課題，故這課題也並未成為政策和學術的重要議程。

利用多項現成材料及過往之研究，本文旨在回顧近年香港社會教育機會差異的情況以及相關研究。研究發現，儘管普及教育已經實行了二十多年，可是增加了的教育機會卻並未意味教育機會不均得以消弭，或這些教育機會得到公平的分享。事實上，在香港目前的教育體制下，不同環節仍然存在著教育機會不均的情況，這種不均的情況又特別是和階級、家庭背景、性別等因素息息相關。

另外，在回顧本地的研究之餘，作者亦對本港教育機會差異的狀況提出多項研究課題。

(國際統一書號：962-8077-19-8，102頁，HK\$30)

## Occasional Paper No. 15

Education and the Ability to Deal with Change  
Henry M. Levin

Education that serves a stable environment and education that serves a changing environment are two different creatures. The present transformation of the global economy requires countries like Hong Kong to shift from the production of commodities to highly tailored goods and services. But, an educational system that emphasizes memorization and examination is designed to transfer a received tradition of knowledge rather than to generate new knowledge and behavior that can adapt to change. This paper introduced several theories from economics that address the role that education can play in a dynamic and changing economy.

At bottom these theories and empirical evidence suggest a shift from school activities that emphasize memorization and examinations to one based upon more active learning modes, projects, research, and creative endeavors. In particular, the Accelerated Schools Project was proposed as one example of the type of initiative that can assist Hong Kong to transform its schools in this direction.

(ISBN: 962-8077-20-1, 27 pages, HK \$15)



## 電子學報——《當代華人教育學報》

<http://www.fed.cuhk.hk/~hkier/jecc>

香港教育研究所聯同《華東師範大學學報(教育科學版)》及中國科學院心理研究所聯合出版的《當代華人教育學報》已正式出版。今期共收九篇文章，分別取自《華東師範大學學報(教育科學版)》、《心理學報》及《教育學報》：

- 可持續發展戰略與教育改革
- 儒家的理想人格與現代新人的培養
- 論道德教育向生活世界的回歸

- 漢字屬性匹配與大腦兩半球協同活動
- 移動窗口條件下語音、字形信息在漢語閱讀中的作用
- 學習不良兒童的家庭資源對其認知發展、學習動機的影響
- 學校危機的理念和管理：多元觀點的分析
- 香港學校的管理改革：問責制度的重整
- 應用結構方程模式之問題和謬誤

## Announcement

The Hong Kong Institute of Educational Research has entered into agreement to publish three well established academic journals in the region. With the addition of these journals, the HKIER is now publishing five printed journals and two electronic journals on education. This has enhanced scholarly exchange among the education community and has strengthened our linkages with international organizations.

### *Asian Journal of Counselling*

Beginning in 1999, the *Asian Journal of Counselling* will be co-published by the HKIER and the Hong Kong Professional Counselling Association. The *Asian Journal of Counselling* is a refereed journal devoted to publishing scholarly research and theoretical articles related to the practice of counselling in Asian communities and in other cross-cultural contexts. The journal is divided into three sections, which are Theory and Research in Counselling, Issues and Comments, and Counselling in Practice. Articles in both Chinese and English are welcomed. The *Asian Journal of Counselling* publishes two issues each year (April and October). Articles or questions about the journal should be directed to the Editor, Professor S. Alvin Leung, Department of Educational Psychology, Faculty of Education, CUHK.

### *Canadian and International Education*

*Canadian and International Education* is the official publication of the Comparative and International Education Society of Canada (CIESC) and it publishes accepted articles in both English and French. The journal encourages articles covering a wide latitude of topics related to education: philosophical discussion, curricular changes, educational policies analysis, administrative reorganization, and comparative analysis. The nature of the papers can be conceptual or empirical. In its twenty some odd years of existence, this is the first time that the national executives of the CIESC have allowed the journal to follow its newly appointed editor, Professor Y. L. Jack Lam of the Department of Educational Administration and Policy, CUHK, to move out of Canada. With the support of the HKIER, the journal is going to stay in Hong Kong for the next two years.

### *Educational Research Journal*

In its twelfth year, the *Educational Research Journal* is now jointly published by the Hong Kong Educational Research Association and the HKIER. It publishes original contributions on areas of education of particular interest to educators and teachers in schools, colleges, universities, and other academic and applied settings. The journal gives special attention to articles reporting the results of empirical studies, theoretical articles, methodological innovations, topical reviews of research, and studies dealing with the evaluation of education programmes and policies. Manuscripts in English or Chinese are welcomed and should be submitted to the Editor, Professor David W. Chan, Department of Educational Psychology, Faculty of Education, CUHK. ☺

## Development Projects



### 「小作家網上培訓計劃」電子網頁

「小作家網上培訓計劃」電子網頁是由何萬貫教授策劃及設計，由香港中文大學教育學院及香港教育研究所主辦。計劃是在聯校小作家培訓計劃的基礎上發展起來的。

計劃目的：

1. 幫助學生培養寫作的興趣和提高寫作水平
2. 開拓寫作園地，讓同學發揮寫作的潛能
3. 為教師提供寫作教材及有關最新寫作研究成果的資料

培訓方法包括作文批改，定期舉辦寫作研習班及寫作比賽等。在學期結束後，學員可獲頒證書。有關計劃的詳細內容，可參閱電子網頁：<http://www.fed.cuhk.hk/project/writer/limited/index.htm>

## 普通話發展計劃

普通話發展計劃是香港教育研究所與香港中文大學教育學院合辦的發展計劃。在過去一段時間，在培訓、測試及研究方面，均取得一定的成就。計劃的其中一個重點，就是普通話教育研究及發展中心的成立。

### 成立典禮

1998年9月9日，普通話教育研究及發展中心正式成立。李國章校長出席成立典禮儀式，國家語言文字工作委員會朱新均副主任發表講話，國家語言文字工作委員會傅永和副主任給本中心主任何偉傑教授、副主任林建平教授及導師頒授國家級普通話水平測試員證書，教育學院院長鍾宇平教授致謝辭，並陪同李國章校長、朱新均副主任、傅永和副主任主持剪綵儀式。

中心的成立，是要在教育及社會的層面上推廣普通話，協助學校、社會團體、專業機構等策劃及組織相關活動，支援普通話教育事業。

### 工作概況

● 本中心成立後，隨即按照國家語言文字工作委員會頒佈的普通話水平測試標準舉辦第一屆普通話水平測試（1998年11月21日及22日），並舉辦試前輔導班，反應非常踴躍，報名者包括各行各業的人士。

本中心舉辦的第一屆普通話水平測試，採用電腦錄音的模式，在多媒體語言實驗室進行。這種普通話電腦錄音測試系統由國家語委普通話培訓測試中心與本中心共同開發。應試人的錄音，送達國家語委普通話培訓測試中心測評，達到入級標準的應試人，直接由該中心發給普通話水平等級證書。電腦錄音測試的模式，與現場評分測試顯著不同的是，應試人毋須面對三位主考，只須對著電腦熒屏進行測試，減少怯場心理負擔，情緒較為穩定，臨場發揮自如。

● 為了加強本中心跟官方機構、各大專院校、中、小學校、推普團體等等的聯繫，本中心出版了小冊子，詳細介紹中心的工作；並於十月初出版《普通話教研通訊》（創刊號），進一步推動普通話教育研究，促進學術交流。

● 「教育專業普通話證書課程」將增設「PTH7 普通



中大教育學院院長鍾宇平教授致謝辭。左起朱新均副主任、李國章校長、傅永和副主任

話語言與文化」、「PTH8 現代漢語語音學」、「PTH9 普通話專題研究」三個單元課程，並頒發「教育專業普通話高級證書」。課程簡介及報名表將於今年12月中派發，查詢電話：2609 6749。

### 普通話水平測試概說

普通話水平測試（簡稱PSC）是國家三部委（國家語言文字工作委員會、國家教育委員會、廣播電影電視部）於1994年10月發佈的一項語言考試制度。這項考試的目的在於考查以漢語方言為母語的人掌握和使用普通話所達到的標準程度。

PSC分為三級六等，即一、二、三級，每個級別再分為甲乙兩等，根據應試人在測試中所獲得的分值，確定等級。本測試是證書考試。等級證書是持有人普通話語言能力的憑證，也是各類管理機構或單位衡量其從業人員普通話水平的客觀依據。在內地省市和香港特區獲得普遍認同。

國家語言文字工作委員會普通話培訓測試中心，是主管全國PSC的政府隸屬機構。該中心和香港中文大學簽訂合作協議，同意協助及支援本校開展普通話水平測試的工作，本港應試者可到本中心報名接受測試。測試後入級的應試人，可獲取國家語言文字工作委員會普通話培訓測試中心頒發的等級證書，或由本中心頒發的普通話水平證書。

### Summer Gifted Programme (SGP)

The second residential Summer Gifted Programme (SGP) was held on CUHK campus between July 26 and August 1, 1998. This year, 98 students enrolled in the programme. The SGP aims to provide a challenging and stimulating learning environment for gifted and talented junior secondary students, as well as to foster their social and emotional development. This year, the Programme theme is "We create, we lead, we achieve". Creativity, leadership abilities and high achievement were therefore the focus of all coursework and activities.



A special feature of the 1998 SGP is that among the 98 participants, 10 came from Shanghai. The participation of these Shanghai students has been a very enriching experience, and both Shanghai and Hong Kong students had the opportunity to learn from each other in their languages and cultures. We shall continue to invite mainland or overseas gifted youths to participate in our programme in the future so as to enrich the learning experience and widen the scope of our participants.

### 「中國語文多媒體系列」電腦光碟教材

香港中文大學教育學院及香港教育研究所為了切合本港中文電腦資訊科技發展的需要，將會出版一系列名為「中國語文多媒體系列」的中文電腦光碟教材，本教材由何萬貫教授設計。

#### 目的：

- 利用電腦多媒體協助中文老師教學
- 利用電腦多媒體協助學生學習中文
- 增強學生學習中文的興趣
- 培養學生自學能力
- 提高學習中文的效率

#### 設計特色：

- 利用認知心理學理論設計語文教材
- 以學習者為本位設計語文教材
- 以語文教材資料庫為核心，全面支援不同的語文電腦光碟
- 以培養學生閱讀、寫作、聆聽、思考、分析等語文能力為主
- 透過多元化的教材，增進學生對中國文化的認識

第一套「中國文化知識」光碟，將於十二月面世，全套共有六張光碟，各配一本習作簿。