

IER Newsletter



香港教育研究所

Hong Kong Institute of Educational Research

The Chinese University of Hong Kong

In This Issue

- 1 Development Projects
- 3 Programmes for Professional Development
- 5 Conferences, Seminars and Public Lectures
- 7 Research and Development Centres
- 11 Publications

Development Projects

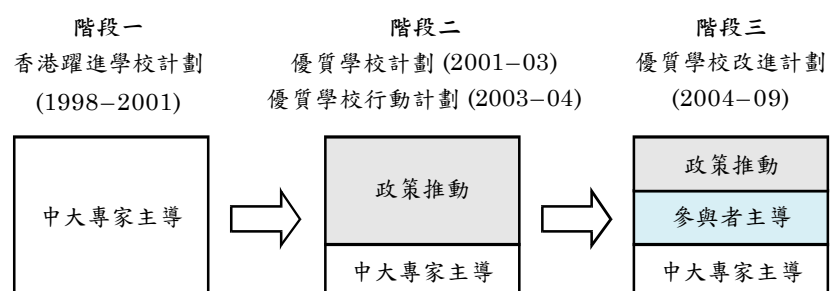
優質學校改進計劃

新世紀的教育改革大潮迅速改變了華人社會教育制度的面貌。在香港，教育改革還有助大學成員透過有計劃的行動參與學校改進工作。

學校改進計劃系列的設計和執行者是香港中文大學，而參與者則是本港數以百計的中、小學。一系列的改進計劃在實踐前期以專家主導為工作模式，及後因應教育改革步伐加快和學校發展情勢轉變，參與學校的領導和教師都積極投入改進工作(參看圖一)。這種改進模式的轉變，讓大學和學校或多或少都成為「變革能動者」。

「變革能動者」是那些為了教育改革而作出選擇性行動的人。促使中文大學成為受政府及學校信任的變革能動者，並持續獲政府及其所成立的基金資助，主要原因是計劃成員深信「一切從心開始」：在教育工作的情境裏，「人」的因素始終最重要。「人」是指為學校提供專業支援的人員，也指教師的心態。為此，無論是計劃參謀部的大學

圖一：大學支援學校改進的發展階段



專家，或是走到計劃最前線的學校發展主任和借調教師，都經常持續勉勵自己要不斷拓寬視野和提升能力，繼續為學校提供專業幫助。以下是學校改進工作的必需條件：

一、擁有一支高質素且具規模的專業支援隊伍 (critical mass of school development officers)，否則只會浪費學校的寶貴時間，令學校對外來支援服務失去信心。大學具備的資源為團隊提供了豐富的知識和交流的機會，使到校的支援更具學理基礎。工作團隊成員包括：(1) 中文大學香港教育研究專家盧乃桂教授、黃顯華教授、鍾宇平教授及趙志成博士；(2) 一群資深、通曉學校改進理論、對學校改進有豐富經驗的學校發展主任；(3) 一群從前線借調的教師。這個組合有效將理論、知識、實踐經驗及時代脈搏串連，能照顧學校各層級的需要及回應學校的訴求。

二、建基於校本需要 (focus on school needs) 提供支援。學校一般的要求是優化學與教、培養良好校風；亦要求培育管理與組織人才，並有效回應及落實教育改革的新項目。例如，如何為「三三四」(三年初中、三年高中及四年大學)教育體制改革作好準備，發展高中通識教育，又如何初中為學生打好基礎。本計劃在宏觀層面從情勢、課程、持分者、學與教四個範疇，為學校分析現況，並建議學校及教師如何作好準備。提供的支援包括課程架構編排、教學人員編制，以至從舊體制有秩序地過渡至新體制的具體安排：一方面為教師作好心理和專業上範式轉移的準備，另一方面亦為學生適應新高中課程打好基礎，尤其是學習和運用知識內容以外的各種能力。計劃

貫徹以往與前線教師結伴同行的工作模式，共同探索及建立整全而貫串的系統理念，有效扣連各環節，同時亦提出發展校本課程的有效建議和方法，使某些美好的學習觀念得以貫徹推行。表一是到校支援的統計。

三、建基於教師的起步點，而不是強加一套「理想／範本」要學校遵循。學校改進不能一蹴而就，必須以校內教師的工作習性及能力為起步點，提升部分教師的能量，培育課程及教師領導，再擴展到全體教師。

四、着眼於賦權及可持續發展 (empowerment and sustainability)。計劃成員的角色是促導員和諍友 (critical friend)，並不是要取代校長、中層或前線教師的工作。因此，由專家帶導改進的模式，一定要過渡至由校內資深同事帶導改進。這樣，學校才可持續發展。

計劃將學校改進經驗整理後，會以不同形式發布，例如大型發布會、實踐經驗報告、公開講座、專題研究報告及通訊等。第一次大型發布會已於2006年6月3日舉行，參與人數多達400人。第一次實踐經驗報告以聯校專業發展日的形式在2006年11月10日及2006年12月1日舉行，參加的中、小學共31所，人數多達1,650人。第二次實踐經驗報告已定於2007年11月23日及12月14日同樣以聯校專業發展日的形式舉行，預計參與的中、小學合共約35所，人數約1,700人。計劃除向成員學校分享實踐經驗外，更會推廣至其他學校，例如在校長會作專題演講。計劃亦於香港教育專業人員協會2005至2007年的周年研討會暨聯校教師專業發展日上，主持了合共43節講座及工作坊等，出席人數達4,500人。

計劃成果亦受內地重點大學關注及肯定。華東師範大學、北京師範大學、首都師範大學多位教授分別於2006年及2007年多次到訪，除參與本計劃的內部研討及每周例會外，更到訪計劃成員學校，了解計劃在學校的工作，對計劃評價極高。計劃亦接待內地教育考察團，或應邀成立專家小組前往內地交流，如在2007年3月及4月期間前往瀋陽、哈爾濱、清遠、肇慶、西安及咸陽，介紹本計劃的工作並為內地教師主持工作坊。

優質學校改進計劃於2007年11月設立「學校改進與夥伴協作」網站 (<http://www.fed.cuhk.edu.hk/~cthk/>)，歡迎兩岸三地大學及學者提供從實踐得來的智慧，互相學習和改進。

表一：校本初中通識科或綜合人文學科、高中通識科課程設計及教學支援統計*
(2004年9月至2007年6月30日)

訪校次數	學校 (所)	受惠人次			
		校長	教師	學生	其他
1-5	11	3	183	—	75
6-10	3	8	127	1,378	7
10-15	3	6	304	702	7
16-20	3	6	373	1,892	1
20以上	5	17	882	4,503	7
合共	25	40	1,869	8,475	97

* 支援項目包括校本工作坊、課程實踐(會議、共同備課、試教、觀課、課後檢討、學習分享)。

Programmes for Professional Development

談價值與價值教育

香港中文大學 香港教育研究所

伍美蓮博士

在現代社會中，不少人都對價值問題「避之則吉」。有人或會說價值「很主觀」、「很個人」，甚至認為價值「沒有對錯」、「想點就點」，沒有道理可言。不過，我們亦會發現，不少人——有時還是同一批人——很喜歡對別人評頭品足、說長道短，顯得頗有見地和權威。那麼，到底價值是源自個人的任意還是群眾的壓力？若果真的如此，價值還有教育的空間可言嗎？

單從用語上看，「價值」一詞似乎並不常用於日常對話中。人們總感到這個詞語很抽象、很飄忽、跟生活不太相干。的確，「價值」是個抽象的概念，不過它卻並非跟我們的生活毫不相干。事實正好相反。雖然我們不常提及「價值」，但只要細心想想，價值的考量其實常常左右行動的抉擇。價值的威力正在於它對人們所產生的那種雖無形卻有力的影響。

現試舉一簡單的例子說明。若翻開報章，滿眼都是豪華大宅、廉價纖體或投資增值的廣告。試想想，如果某些生活模式、個人形象或人生目標不能打動讀者，發廣告者豈非白費金錢、徒勞無功？

事實上，從事廣告工作的人，不但精於掌握一般大眾的價值取向，還很懂得透過傳媒的力量把它們包裝起來，讓它們顯得更加吸引。如此一來，人們心目中對「美」、「好」的看法以至追求，便或多或少受大眾傳媒中諸多價值信息所左右：小如哪一牌子的電話最好、甚麼外形算得上美，大如怎樣才算好家長、甚麼人生才最精采，這些看似個人的價值抉擇，到頭來常常只是主流社會價值觀的倒影。而盛載着主流價值觀的潮流文化，則往往由大商家夥同多媒體所壟斷。面對這種情況，看似完全有選擇自由的消費者，原來很多時候都變成了諸如廣告這些「價值勢力」的傀儡。例如，曾幾何時，電視有着清晰的畫面，已叫我們看得舒服。但一晃眼之間，「清」已不及標準，「高清」亦難以接受，「超高清」才算一台電視的最低要求。

令人感到諷刺的是，現代人常常高舉自由社會的價值，卻覺察不到原來自己或已成爲自由社會中不自由的人，任由潮流文化主宰着自己的價值方向。

面對這種看似無奈的現代價值處境，教育工作者或許同懷着一份憂慮：備受這些主流「價值勢力」所影響的青少年，如何可能活出自主而美好的人生？

筆者相信，辦法總是有的。因爲在我們的語言中，有「不」這個字。每個人都可以不以某些流行的價值觀為當然（think otherwise）——只要我們懂得追問，只要我們樂於深化我們的價值思考。

簡單來說，價值作為指引人生實踐方向的信念，並非全然出於任意，更非完全由社會文化所決定。個人價值觀的建立，遠較我們所想像的來得複雜。在這個過程中，如果我們能夠讓孩子從小有機會直接體會和欣賞不同的價值，從而更有條件、亦更懂得對不同甚至互相衝突的價值信息作出評斷和反思，那麼他們應該比較能夠建立起本末有序的價值原則，因而亦較能處理人生中所要面對的種種價值難題和挑戰。

筆者深信，在求學過程當中，每個人都應該享有這種體會價值和思考價值的空間和能力。

老師，你願意跟你的學生一起思考價值、分享人生嗎？

香港教育研究所將會舉辦「價值教育講座系列」暨價值教育文學碩士課程入學諮詢講座，歡迎有興趣者參加，費用全免。詳情如下：

題目：將價值思考帶進教室——
教與學的省思

講者：杜維明老師（中學教師）

日期：2007年12月8日（星期六）

時間：上午11時至下午1時

地點：香港中文大學崇基學院謝昭杰室

題目：價值教育可為香港「十年教育文革」
做些甚麼？——領導、教導和輔導

講者：鄭漢文博士（香港中文大學教育行政
與政策學系專業顧問）及特邀嘉賓

日期：2008年1月5日（星期六）

時間：上午11時至下午1時

地點：香港中文大學崇基學院謝昭杰室

查詢：(852) 3163 4490; (852) 3163 4467

網上報名：<http://www.fed.cuhk.edu.hk/~hkier/seminar/MVE1>

明白孩子的成長需要

香港中文大學 香港教育研究所
陶兆銘博士

在今日的香港，做人父母甚艱難。君不見，不少父母在孩子還未出生便已進行胎教？君不見，父母在子女才一歲多便已安排他們修讀幼兒預備班？君不見，父母如何費盡心機，為子女努力籌劃入讀名校幼稚園、小學及中學？君不見，父母在假日還陪同子女參加各式各樣的興趣班和訓練課程？

艱難，不只是因為父母要疲於奔命地為子女「增值」，更因為父母心裏承受着壓力，感到擔憂、焦慮甚至愧疚。今天的父母若未能滿足社會認為「理想家長」所必備的條件，他們會如何看自己？身邊的人又會如何看他們？更甚的是，他們的子女長大後會否抱怨得不到足夠的栽培呢？

問題是：孩子究竟需要甚麼？若孩子並不需要以上提及的各樣，那麼父母今天所做的一切及所承受的重擔有甚麼意義？這一切又能否滿足孩子的真正需要呢？

孩子的成長需要之一就是肯定自己的價值。在子女剛出生時，絕大部分父母對着襁褓中的骨肉都自然而然覺得他們是心中瑰寶、掌上明珠。但不知為何，當孩子漸漸長大，父母往往認為自己的子女比不上別家的孩子，又或者認為他們未有充分發揮各方面的潛能。為了孩子的前途，父母四處尋訪名師提供指引及協助教養孩子。當然，栽培子女並沒有錯，但父母會否在不知不覺間否定了孩子自身的價值呢？要知道，子女的價值不在於他們有甚麼能力或學到了甚麼，他們的價值就只在於是自己的骨肉。我們常說要提升孩子的自尊，而所謂自尊，便是感到自己寶貴。感到自己的孩子寶貴絕不需要甚麼原因，而是一種無條件的肯定。

父母固然可多讚賞孩子的優點，同時指出其不足之處，但在讚賞與指導背後，父母是否真切感到孩子的價值，還是認為孩子需要不斷「增值」呢？

子女的另一成長需要是無條件的愛。這或許是老生常談，但每當在街上遇到大哭的小朋友時，往往聽到身邊的家長生氣地說：「我不愛你了！」我明白這是父母的一時氣言，但卻令我反思何謂無條件的愛。我相信，很多父母在心底裏都是無條件地愛子女的，但為了不要「寵壞」他們，所以視教導更為重要。然而，愛與教導是否互相矛盾的呢？在教導之餘，可否多表達一份無條件的愛——只因你是我的孩子，所以我愛你？曾經有一位大學生告訴我，他的父母均是教師，他從小到大父母就經常指出他的過錯而責備他，長大後仍很懼怕與父母相處；雖然他明白父母因為疼愛他才這麼嚴厲，但他實在不敢與父母親近。

父母無條件的愛能給予孩子安全感與溫暖，令他可以安心學習自主與自律，以及愛自己、愛別人。

事實上，孩子還有其他成長需要，限於篇幅，在此未能詳述。值得注意的是，父母是否像孩子一樣，需要肯定自己的價值和感受到無條件的愛呢？當父母回顧自己的成長故事，細察自己的真正需要和這些需要是否得到滿足時，自然能夠明白與學習如何滿足孩子的成長需要。

為了讓社會大眾更了解孩子及家長的需要，香港教育研究所將會舉辦「個人成長／家長教育普及講座系列（六）——家長需要些甚麼家長教育？」講座，歡迎有興趣者參加，費用全免。詳情如下：

講者：黃寶財教授（香港教育局家庭與學校合作事宜委員會主席；
香港中文大學訊息工程學系教授）

陳廷三博士（香港中文大學香港教育研究所專業顧問）

日期：2008年1月5日（星期六）

時間：下午2時30分至5時

地點：香港中文大學崇基學院利黃瑤璧樓1號演講室

查詢：(852) 2609 6205; (852) 3163 4357

網上報名：<http://www.fed.cuhk.edu.hk/~hkier/seminar/pe2>

Conferences, Seminars and Public Lectures

Forthcoming Conference

International Conference on Values Education 2008:

After Values: Practising Values Education in Changing Societies

Over the past years, values and attitudes are regarded at the educational policy level as one of the three guiding curriculum components. Personal, Social and Humanities Education and Liberal Studies are also introduced into the curriculum, in which personal growth and critical citizenship are sought after. In view of the need to engage scholars, educators as well as policy-makers into professional dialogues that may enlighten the recent values-oriented yet at times values-confused educational discourses, and to gain insights from current educational practices in values across cultural and political borders, an international conference on “After Values: Practising Values Education in Changing Societies” will be held on 30–31 May 2008.

This conference is jointly organized by the Faculty of Education, The Chinese University of Hong Kong and the Hong Kong Institute of Educational Research. It is expected to offer a timely platform for scholarly discussions and fruitful explorations on the principles, approaches and challenges in values education practices in a variety of socio-cultural contexts in the rapidly transforming contemporary world.

The main objectives of the conference are:

- To raise concerns about the contemporary value crises in education and to reflect upon the principles of Values Education as proactive responses to the crises;
- To explore and critically review approaches and pedagogies in Values Education as undertaken in different educational contexts involving the home, the school, and the community;
- To discuss issues and challenges in practising Values Education across different social, political, and cultural contexts and traditions.

There are five sub-themes of the conference:

- Contemplating on values lost and values sought after in education
- Researches on effective and innovative pedagogies in Values Education
- Home, school and community as partners in Values Education
- Issues and challenges in Values Education: Pluralistic values and co-existence of social diversities
- Issues and challenges in Values Education: Transforming cultures and revival of traditions

Three renowned scholars are invited to deliver keynote speeches at the conference. They are:

- Prof. David Hansen, Professor of Philosophy and Education, Teachers College, Columbia University, the U.S.;
- Dr. Monica Taylor, Honorary Research Fellow of the Institute of Education, University of London, the U.K.; also Editor of the *Journal of Moral Education*;
- Prof. Zhu Xiaoman, Immediate Past President of China National Institute for Educational Research.

For enquiries, please contact the Conference Secretariat at:

Tel.: (852) 2609 6205 (Miss Kay Ling) / (852) 3163 4357 (Miss Kate Choy); *Fax:* (852) 2603 6850

Email: kayling@cuhk.edu.hk; katechoy@cuhk.edu.hk

Website: <http://www.fed.cuhk.edu.hk/~hkier/ve2008>

For registration details, please browse the above website.

已辦及籌辦之研討會及公開講座

日期	題目	合辦單位／講者
12/5/2007	價值教育專題研討第二講：超越工具主義價值觀的教育：促進「生命成長」的價值教育	鄭漢文博士（香港中文大學教育行政與政策學系）
19/5/2007	價值教育專題研討第三講： Why Is Values Education Important?	Dr. Monica Taylor (Institute of Education, University of London)
26/5/2007	價值教育專題研討第四講：價值的理智與感情	伍美蓮博士（香港教育研究所）
26/5/2007	Common Mispronunciations in Hong Kong and How to Help Students Avoid Them	施敏文博士（香港中文大學課程與教學學系）
16/6/2007	個人成長／家長教育普及講座系列（三）： 事業輔導與生涯規劃	梁湘明教授（香港中文大學教育心理學系）
23/6/2007 & 14/7/2007	個人成長／家長教育普及講座系列（四）： 訓輔的爭議——如何培育下一代	陳廷三博士（香港教育研究所）
20/10/2007	價值教育講座系列：教育無情？感情何價？——不講EQ的感情教育	伍美蓮博士（香港教育研究所）
27/10/2007	個人成長／家長教育普及講座系列（五）： 親職生涯可以外判嗎？	麥詠宜女士（商業電台） 陶兆銘博士（香港教育研究所）
3/11/2007	價值教育講座系列（座談會）：吳思源與鄭漢文的對話：香港家教文化的轉變和挑戰——價值教育的回應	鄭漢文博士（香港中文大學教育行政與政策學系） 吳思源先生（從心會社社長）
8/12/2007	價值教育講座系列：將價值思考帶進教室——教與學的省思	杜維明老師（中學教師）
10/12/2007	PISA 2006：香港學生的科學、數學與閱讀能力	香港中文大學學生能力國際評估計劃—香港中心
15/12/2007	課外活動專業發展研討會暨協會2007年度會員大會	香港課外活動主任協會 香港中文大學教育學院
15/12/2007	新高中通識教育科的《使徒行傳》：重新得力齊上路，釋放自主新教導	鄭漢文博士（香港中文大學教育行政與政策學系）
5/1/2008	價值教育講座系列（公開論壇）：價值教育可為香港「十年教育文革」做些甚麼？——領導、教導和輔導	鄭漢文博士（香港中文大學教育行政與政策學系） 特邀嘉賓
5/1/2008	個人成長／家長教育普及講座系列（六）： 家長需要些甚麼家長教育？	黃寶財教授（香港教育局家庭與學校合作事宜委員會；香港中文大學訊息工程學系） 陳廷三博士（香港教育研究所）
19/1/2008	以網誌促進中國語文學習	潘世榮先生（香港中文大學資訊科技教育促進中心）、佛教茂峰法師紀念中學教師
26/1/2008	新高中通識教育科：一切從「準備」說起	朱嘉穎博士（香港中文大學課程與教學學系） 前線教師
16/2/2008	新高中通識教育科：公開試筆試評鑑的困局與爭議	通識教育科專業發展學會、特邀學者 鄭漢文博士（香港中文大學教育行政與政策學系）
15/3/2008	網上專題研習：以「網絡探究園」及「超小型行動電腦」推動網絡探究	謝永祥先生（香港中文大學資訊科技教育促進中心）、先導學校教師
10/5/2008	利用CUPIDE系統建立公平及正確之學習環境	李浩文教授（香港中文大學計算機科學與工程學系、資訊科技教育促進中心）
30-31/5/2008	After Values: Practising Values Education in Changing Societies	Faculty of Education, The Chinese University of Hong Kong
11-14/7/2008	第十屆兩岸三地課程理論研討會：「課程決定」	香港中文大學教育學院 香港中文大學課程與教學學系

Research and Development Centres

Hong Kong Centre for the Development of Educational Leadership

Vice-Principals in Hong Kong Secondary Schools: Their Worklives and Preparation for the Principalship

Reported by Dr. Paula Yu-kwong Kwan

This RGC-funded study is one of the research projects currently being undertaken by members of the Hong Kong Centre for the Development of Educational Leadership. Further details of our research projects and other activities can be found at: <http://www.fed.cuhk.edu.hk/leaders/>

Aims

It is widely accepted in the literature that current education reforms have resulted in enhanced responsibilities and accountabilities for all school personnel.

Studies focusing specifically on principal roles and job satisfaction have become increasingly common. So too has interest in distributed leadership. However, despite this interest, very little research has focused on the vice-principalship.

The study outlined here aimed to address this neglect by investigating the roles and responsibilities of secondary school vice-principals (VPs) in Hong Kong. It focused on the worklives and career orientation of secondary school VPs. Among other things, the study aimed to inform policy-makers and practitioners about the formulation of training and development strategies for VPs and other aspiring principals. This was the first study of its kind in Hong Kong.

A survey questionnaire was constructed, piloted and then posted to VPs in all Hong Kong secondary schools. A response rate of 41.2% (331 out of 803) was achieved.

The findings provide a number of important insights into avenues for enhancing the professional development of VPs. Some of the major findings are summarized below.

Findings

1. Seven dimensions pertaining to the roles and responsibilities of VPs were established; they were:
 - Strategic direction and policy environment
 - Teaching, learning and curriculum
 - Leader and teacher growth and development
 - Staff management

- Resource management
- Quality assurance and accountability
- External communication and connection

This validated framework set a platform for us to understand the worklives of VPs and to trace the changes in their worklives over a period of time.

2. The findings confirmed a discrepancy between the ideal and actual roles played by VPs. Respondents reported that they had insufficient time to do their jobs to the level they would have liked in tasks within all the dimensions except "Staff management". They suggested that a disproportionately large amount of time was spent in staff management despite the low importance accorded to this dimension. This suggests either that VPs in Hong Kong are not competent in handling staff matters and thus have to devote more time to this area; or that they have overlooked the importance of staff management to the success of the school. Staff management, therefore, appears an important area for future principal training and development.
3. VPs in the study felt that they had little opportunity to become involved in the financial management of their schools. It may be because principals are reluctant to delegate this aspect, or that they consider it to be too sensitive. Given that a lack of knowledge in this area may present difficulties if and when VPs take up the post of principal, training in financial management is important in programmes designed to prepare potential principals.

4. Although respondents with different career orientations shared a belief that the actual time spent in the work dimensions deviated from the ideal, the aspiring VPs (those who aspire to become principals) in comparison to the career VPs (those who intend to remain in their positions) appeared to be more positive about handling the difficulties and willing to undertake more responsibilities in the areas of “Teaching, learning and curriculum” and “Resource management”.
5. Aspiring VPs reported a higher level of job satisfaction than their career counterparts. In addition, they also attached a higher level of importance to the “Strategic direction and policy environment” dimension suggesting that they were more strategic-minded and future-oriented.

Details of this study can be found in: Kwan, P., & Walker, A. (in press). Vice-principalship in Hong Kong: Aspirations, competencies and satisfaction. *School Effectiveness and School Improvement*.

The School Development and Evaluation Team

In order to meet the increasing needs of kindergartens (relating to the Pre-primary Voucher Scheme), primary and secondary schools to enhance their school improvement, the School Development and Evaluation Team (SDET) has designed various projects for improving the effectiveness of teaching and learning in the year 2007–2008. Following the projects in the last year (2006–2007) on “Metacognition in Learning and Teaching — Supporting Students’ Learning Needs” (sponsored by the Quality Education Fund), “Learning to Learn: The Application of Metacognition in Learning and Teaching”, and “School Self-evaluation: Surviving the Educational Reform”, this year the SDET designs two more new projects: “School Self-evaluation: Optimization of School Management” is especially designed for kindergartens, and “Metacognition in Teaching and Learning” is designed for primary and secondary schools. These projects are moving in high gear as the school year begins. Training programmes were provided to the members of the participating schools’ Facilitating Committees. Whole-school workshops and class observations for teacher development are also in progress.

According to the data collected from the participating schools last year, the projects were well received and the response was very encouraging. Principals and teachers think that the project can help their schools nurture a quality culture of teaching and learning. Apparently, the SDET projects stress not only the importance of school evaluation, but also that of school-based development. They enable schools to gain in-depth understanding about their performance in areas from management and organization to school culture, teaching and learning, and students’ and parents’ perception of their schools. Schools can make appropriate measures for development in accordance with their strengths and weaknesses as revealed in the evaluation. There are currently 81 schools (including kindergartens, as well as aided, direct subsidy scheme, private primary and secondary schools) joining various SDET projects according to their own needs this year. For details about the SDET projects, please visit: <http://www.fed.cuhk.edu.hk/sdet>

Centre for the Advancement of Information Technology in Education

Project-based Learning with Learning Villages among Schools in the Mainland, Hong Kong and the USA

In view of the ever-flourishing development of information technology (IT), the Centre for the Advancement of Information Technology in Education (CAITE) has endeavoured to promote the integration of IT in schools in Hong Kong so as to enhance the effectiveness of learning and teaching. To achieve this goal, the CAITE has developed a Web-based learning platform “Learning Villages”, which integrates computer-supported collaborative learning (CSCL) with elements of online games. In September 2006, the CAITE launched a project entitled “Project-based Learning with Learning Villages among Schools in the Mainland, Hong Kong and the USA”, with the support of the Quality Education Fund and the collaboration with the Department of Curriculum and Instruction, State University of New York at Oswego, the U.S., and the School of Educational Technology, South China Normal University, China. The project aimed to foster the acquisition of KLA (Key Learning Area) knowledge of secondary 1–4 students, and develop their higher-order thinking, communication and collaboration skills through the completion of WebQuest tasks on a game-based collaborative platform on the Web.

Closing Ceremony and Exhibition of WebQuest Projects

The project concluded successfully in July 2007, thanks to the invaluable support of teachers and the active participation of students. The end of the project was marked with a closing ceremony and an exhibition of WebQuest projects which were held in The Chinese University of Hong Kong on 14 July 2007.

The closing ceremony commenced with insightful speeches delivered by Professor Jimmy Lee, Associate Director of the CAITE, and the officiating guests — Mr. Ching Kwok Chu, Senior Curriculum Development Officer (IT in Education) of the Hong Kong Education Bureau; Ms. Frances Yau, Education Officer of the Quality Education Fund; and Professor Li Kedong of the School of Educational Technology, South China Normal University. Teachers and students



The CAITE Director, Professor Lee Fong-Lok, Presented “The Outstanding WebQuest Award” to the Award Winners at the Closing Ceremony

from 3 of the 15 participating schools were also invited to share their experience of participating in Learning Villages. The sharing was then followed by the presentation of awards and certificates to recognize students' achievement, as well as schools' support and efforts in the project. After the closing ceremony, the participating schools displayed their outstanding WebQuest projects in Learning Villages in the exhibition.

Research on the Web-based Learning Platform

In order to investigate the effectiveness of learning with Learning Villages, researchers in the CAITE conducted both qualitative and quantitative research in the course of the project implementation. As revealed by the findings, both teachers and students thought Learning Villages helped reinforce learners' communication, collaborative and information technology skills. It was also found that participation in Learning Villages might have led to changes of some students' learning strategies. After taking part in the project, some students started to think from various angles when encountering problems, and find resources from different sources. Nonetheless, the findings suggested the need of greater teachers' guidance to ensure a more effective learning with the Web-based learning platform.

With the experience of implementing the project and the research findings, the CAITE will strive to refine Learning Villages so that the school community in Hong Kong can benefit from the platform. For details of Learning Villages, please visit the website: <http://www.learningvillages.com>

普通話教育研究及發展中心

開展普通話教中文支援服務

為配合中小學實行用普通話教中文 (PMI)，以及學校對普通話師資的需求，普通話教育研究及發展中心連續第八年舉辦普通話教中文專業文憑課程，而過去一屆的修讀學員達40人。課程兼重理論與實踐，學習模式除了課堂講授外，還包括專題研討、交流觀摩、教學實踐等。復活節期間，學員還組織成交流團，到上海五天作駐校學習，活動辦得非常成功。總的來說，培訓課程能促進學員反思、掌握教學策略、改善課堂教學，亦提高了普通話語言能力。

除了開設培訓課程，中心還致力開展對學校的支援服務，應邀到校探訪和座談，提供專業意見（訪談的學校共20多所），並為多所學校的中文教師舉辦普通話教中文分享會，為家長教師會作專題發言等；其中有些學校更與中心建立進一步的合作關係，開展教學支援計劃。

今年1月到5月期間，中心到大埔保良局田家炳千禧小學進行訪校支援，協助該校推行小一PMI試驗教學。支援計劃包括參與教師備課會、到參與試驗的小一五個班作觀課、撰寫評課報告、與教師面談總結、協助教材調適等。訪校支援的活動，針對教師們用普通話教學所直接面對的問題，提供專家意見和具體協助，增強教師的教學能力，使他們更有信心應付新的要求和挑戰。

6月，中心應中華傳道會呂明才小學邀請，為該校中文教師開辦普通話正音班，由中心專業顧問宋欣橋老師任教。宋老師為參加正音班的18位教師逐一「診斷」發音，並指出糾正的方法。這種有針對性的精心指導對提高教師普通話的整體語音面貌有明顯幫助。

去年開始，中心建立「普通話教中文支援服務」教學資源庫，除了保存一批內地語文教學的優秀案例外，還自行攝製了本港教師的案例，以及有關的教學設計和研習報告。中心目前正在進行一項普通話教中文實驗教材的編寫計劃，已經完成小學三年級的一個單元共五課，並打算製作成教材套，供學校選用。



PMI課程上海駐校學習團學員合照

Hong Kong Centre for International Student Assessment

HKPISA 2006 Main Study

The PISA 2006 Project is now moving towards the critical moment of its final stage. During the past few months, our researchers have been busy analyzing the major results from OECD. It is scheduled that a full portrait of Hong Kong students' performance in PISA 2006 will be publicized early this December. A seminar will also be arranged inviting all schools to share the findings. Schools which participated in PISA 2006 will also receive their own school report of the assessment. During the seminar, our Subject Experts will discuss with teachers our students' performance in the literacy domains of science, mathematics, and reading. For the major domain (i.e., science), PISA 2006 also assessed students' attitude, awareness, and other contextual factors related to science.

The design of PISA provides the opportunity of examining change over time. What impacts do the education reforms and other factors have on the performance of our educational system in terms of students' literacy skills and otherwise? The cumulated findings of PISA 2000, 2003, and 2006 will give us some ideas.

Research Projects in Macao

The project "Macao Parents' View on Education Reform, School Education and Children's Development" has been completed. Our Director, Prof. Esther Ho, and the Manager, Mr. W. L. Kwong, delivered a presentation to the Education Committee of Macao in June 2007. Meanwhile, the Centre was commissioned by the Education and Youth Affairs Bureau of Macao to conduct another research project concerning private tutoring. The project title is "Shadow Education and Related Services in Macao: The Phenomenon and Its Impact". This issue should be of concern to us in Hong Kong too.

Shanghai Will Participate in PISA 2009

The Chinese community is expanding rapidly in PISA. In addition to the existing Chinese members, namely Hong Kong, Macao, and Taiwan (in the title of Chinese Taipei), Shanghai will participate in the next PISA cycle in 2009. Prof. Esther Ho was invited to be the Honorary Consultant of Shanghai-PISA 2009 from 2007 onward. It is good that more Chinese-speaking communities are joining PISA and that we are always ready to offer assistance to more fellow Chinese by sharing our expertise and experience.

Publications

School Education Reform Series

學校教育改革系列

No. 42 新高中課程帶來的憂慮與挑戰 趙志成

在香港教育改革的各項措施中，影響最深遠的是由「五年中學、兩年預科、三年大學」改為「三年初中、三年高中、四年大學」的體制改革。這重大的改革不單牽涉學生在中學及大學的學習時間問題，亦因而令課程產生了結構式的轉變。各教育持分者在面對如此重大的改變及挑戰時都感到憂慮。本文從情勢、課程、持分者、學與教等四個範疇分析現況，並建議學校及教師應如何作好準備。

ISBN: 978-962-8908-15-8

28頁 平裝 20元

No. 43 有效教學策略的應用 趙志成

本文建基於課堂教學所呈現的現象，分析及討論學習失效的原因，並從引起動機、教學發展及學習總結等各環節上提供改善建議。此外，本文亦就概念澄清策略及提問技巧提供具體例子，以闡釋如何恰當運用教學方法。文章又說明要學習有效，必須較有系統地檢視教師的教態及能力、學科內容的特性、教學策略的恰當運用等因素。校內教學領導的培育亦是極為重要的。

ISBN: 978-962-8908-16-5

36頁 平裝 20元

No. 44 中國上海基礎教育改革的趨勢和挑戰

彭新強、田愛麗

上海基礎教育的改革有其特定背景。近年來，有三種因素對基礎教育的改革起着重要的影響：（1）通過教育改革來提升城市綜合競爭力；（2）關注教育質量的提升；（3）日益重視「以學生發展為本」的理念。在這一背景下，上海基礎教育愈來愈注重課程與教學層面的改革、提升教師專業能力和水平，以及學校制度的完善等。與此同時，上海的基礎教育還存在不少挑戰，例如各管理機構之間權責不清，產生各種人事糾紛；校際差異巨大，導致基礎教育發展不均衡；優質教育和特色教育資源不足，致使教育腐敗叢生；缺乏配套改革機制，使得改革理念不能有效落實等等。

ISBN: 978-962-8908-19-6

32頁 平裝 20元

Education Policy Studies Series**教育政策研討系列****No. 65 由儒家聖賢典範看教師人格——以孔子、唐君毅先生為例**

劉國強

儒家傳統，以教師的最重要職責在傳道。聖賢最能體道弘道，故聖賢為教師人格的最高典範。「道」不易說以至不可說，聖人也如是。本文是以下學上達之進路，以中國人公認孔子為至聖先師，與當代大儒唐君毅的生命上的具體行事與言說，嘗試論述優良教師人格所應具有的六種核心特質：（1）仁愛博施、己立立人，（2）好學不厭、知識廣博，（3）誨人不倦、循循善誘，（4）心胸開闊、海納百川，（5）自覺反省、常求諸己，及（6）嚴師為難、即之也溫。

ISBN: 978-962-8908-17-2

36頁 平裝 20元

No. 66 從 PISA 看香港中學生的閱讀表現、習慣及態度

何瑞珠

本文根據第一屆學生能力國際評估計劃的結果，分析香港中學生在閱讀方面的能力、習慣和態度，以及三者之間的關係。結果顯示，香港15歲學生在閱讀方面表現不俗，平均得分525，在四十多個參與國家或地區當中排名第六；在提取資料、解釋及反思三項（思維）過程所得分數分別是522、522及538，高於經濟合作及發展組織的平均值498、501及502。然而，從他們的自述來看，香港學生在閱讀方面的自我形象卻比其他國家低，這偏低的自我形象與他們閱讀的高能力表現不大相稱。總括來說，在閱讀方面的高分數者大多是女生；他們大都就讀收生素質較高的學校，對閱讀興趣較高且持正面的態度；每天會花最少三十分鐘閱讀課外書和閱讀不同種類的讀物。研究結果對如何在家庭、學校及社會方面提高青少年的閱讀風氣具重要啟示。

ISBN: 978-962-8908-18-9

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Journals 學報**Education Journal**, Vol. 35 No. 1 (2007)**Educational Research Journal**, Vol. 22 No. 1 (2007)**Journal of Basic Education**, Vol. 16 No. 1 (2007)

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