



香港教育研究所

# Newsletter

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

No.4

May 1998

## From the Editor

The fourth issue of the HKIER Newsletter is a special issue on **China Education**.

Since its establishment in 1993, the HKIER has seen its roles not only as a leading institution in educational research in Hong Kong but also as a linkage with educational institutions and scholars in Chinese Mainland. In order to establish and enhance a strong collaboration with our counterparts in the Mainland, the HKIER has embarked on various endeavours with specific reference to China education in the past years. These include a wide spectrum of educational activities, in terms of nature and locality, ranging from strategic research on education and development in South China to consultancy work with frontline practitioners in Lanzhou. To let readers get a glimpse of these activities, this special issue of the Newsletter focuses on some of the work of the HKIER on China education — research projects, consultancy work, publications, conferences and development projects.



In addition to the highlight in China Education, activities held in Hong Kong are also reported.

If readers are interested in knowing more about any of the items reported, please contact us.

## 編者語

本期通訊為香港教育研究所在促進中國教育發展的工作上作一專題報告。

本所自一九九三年成立以來，在推動香港的教育研究之外，更與中國的教育學術機構和學者建立了良好的聯繫。本所主辦的不少活動也與中國教育有關，活動所覆蓋的內容、類型和地域都十分廣泛。其中有南中國的教育與發展的大型研究，也有遠至在蘭州等地舉行的高校心理輔導培訓班。

這輯專題報告介紹了香港教育研究所在中國各地所展開的各項活

動—包括研究項目、顧問服務、出版、國際學術會議和發展計劃等。

除了展示本所於中國教育領域上的成果外，本期通訊也報導香港教育研究所在香港舉行的各項活動。

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## Research Notes and Innovations

*The HKIER has co-ordinated a strategic research on education and development in South China which is funded by the Research Grants Council. The research is near completion and the findings will have policy implications for educational development in Hong Kong and China. A brief summary of the research is reported below.*

### Education and Development in South China: A Study of the Manpower System and Relevance of Education for the Development of the Non-State Economic Sector

#### 華南教育與發展：非國有經濟部門的發展與人力系統及教育適切性

此研究計劃是由大學教育資助委員會 (UGC) 研究資助局 (RGC) 所資助，旨在探討在華南地區非國有經濟部門的發展中，(一) 人力市場的運作，(二) 教育的適切性及效率，及(三) 經濟發展對教育發展的影響。研究於一九九四年至一九九七年期間進行，曾分別向深圳的中學、高中學生、香港廠商及僱員進行抽樣問卷調查，並輔以文獻分析、面談、訪問和課室觀察。

The research team comprises the following members :

Prof. Chung Yue-ping (Principal investigator)	Dept of EAP*, CUHK
Prof. Lo Nai-kwai, Leslie	Dept of EAP, CUHK
Prof. Mak Chiu-ling, Grace	Dept of EAP, CUHK
Prof. Wong Hin-wah	Dept of C&I**, CUHK
Prof. Xiao Jin	Dept of EAP, CUHK
Prof. Ho Sui-chu, Esther	Dept of EAP, CUHK
Mr. Hung Fan-sing	Dept of EAP, CUHK
Prof. Gerald Postiglione (for Phase I)	Dept of Education, HKU

\* Department of Educational Administration & Policy

\*\* Department of Curriculum & Instruction



*Research team members (From left: Prof. Mak Chiu-ling, Prof. Wong Hin-wah, Prof. Lo Nai-kwai, Prof. Chung Yue-ping, and Mr. Hung Fan-sing)*

### Objectives

This study aims to examine interactions between education and development in the non-state economic sector in Shenzhen, South China. The primary objectives of this study are:

- to understand the operation of manpower system in the non-state economic sector;
- to identify ways in which relevance and efficiency of education improve development of the non-state economic sector; and
- to explore the effect of development in the economy on the development in education.

### Methods

The study is mainly based on 4 different questionnaire surveys conducted during 1994-1997, supplemented with documentary analysis, interviews, visits, and classroom observations.

The 4 questionnaires are to survey (a) schools, as providers of education; (b) students, as recipients of education; (c) Hong Kong enterprises in Shenzhen, as providers of employment; and (d) employees, as recipients of employment.

## Summary of Some Major Findings

### 1. Education expansion and diversification

There has been a rapid expansion in education at all levels in Shenzhen accompanying growth in the economy. Such expansion is achieved mainly through a drastic increase in enrolment in schools and a slow increase in the total number of schools.

There is also a rapid increase in the enrolment for vocational education and adult education. The diversification of education following expansion is the result of both the central Government's policy to increase the provision of vocational and technical education and the local effort to meet the needs of the economy.

### 2. Decentralization of curriculum changes and financial arrangement

There is a sign of decentralization of curriculum development in response to local needs. About 40% of the schools report that they have major curriculum changes in the past three years. Alongside with curricula and textbooks designated by the central Government, schools also adopt locally developed curricula and textbooks.

Another sign of decentralization is in the employment of teachers. About 25% of the schools report that they hire fewer number of teachers assigned to the school and use the



*A "labour market" in Shenzhen*

resources in other aspects of school improvement. More than 50% of the schools admit that they have maneuvered school resources to attract more and better teachers.

### 3. The labour market

The "labour market" in Shenzhen is the Chinese version of the employment agency. Inside the market premises, potential employers interview job seekers and sometimes make job offers on the site. Some 'labour markets' computerize the recruitment notices and display them on large LCD screens in the open area where job seekers are waiting to get in. They also provide computer employer-employee matching services.

The thriving of the "labour market" in Shenzhen is an indication of manpower mobility there. It also provides an important mechanism through which people move from State Units to Non-state enterprises.

#### 4. Effects of education on development: Does education matter?

##### On worker productivity

In general education has raised the productivity of workers in South China in its development towards a market-oriented economy. College and university graduates receive obviously higher wages in the non-state (private) sector. The difference in wages for workers with different education levels is also more obvious in the non-state sector.

##### On worker on-the-job training

Employees with more education have received and hoped to receive more on-the-job training. That is, the tendency to secure on-the-job training and thus to adjust continuously to the requirements of development, is also dependent on the level of initial education of the workers. Education has long term effects on the ability of a society to adjust to changes.

##### On student attitude towards change

Senior secondary students with high academic achievement and high educational aspiration are more aware of social change and willing to initiate change. Education has a general effect in preparing students to anticipate and master possible changes in the development of the economy.

#### 5. Effects of development on education: Market force and government effort

##### On partnership between school and enterprise

The changes in government vocational education policy, the appearance of new technology, and the shift of labour distribution towards market force have all weakened the old form of partnership between school and enterprise. Under such form of partnership, schools got financial and other resources from the enterprise to develop training programmes that met the needs of the enterprise. In return, schools gave higher priority in assigning their graduates to work for the enterprise. A new form of partnership between school and en-

terprise may need to be defined and worked out in future.

##### On demand for education from workplace

The workforce in Shenzhen has attained much higher educational level than that of the general population in China. In addition, employees in the non-state sector are more educated than those in the state sector. These indicate that the workplace in a rapidly developing economy, particularly in the non-state sector, has been able to attract and is in need of workers with high educational attainment. Demand for educated labour from workplace increases as development progresses rapidly.

The survey on enterprises reveals a significant proportion of the senior and intermediate management staff, engineers and senior technicians are recruited from Hong Kong. This reveals that there exists employment opportunity in the non-state sector of South China for the educated and skilled people of Hong Kong. In a broader sense, this flow of human capital from Hong Kong to South China is an example of the economic cooperation and integration that could be achieved between the two regions.

##### On school function in labour market

Labour mobility relies on two equally important recruitment channels to match employers with employees: application and recommendation. Both channels require a more comprehensive provision of information about the labour market. This implies that school has to change its function from assigning jobs to providing career guidance and counseling for their students.

##### On supply of educated labour in the long run: to develop indigenous capacity or not?

The development in South China has attracted educated labour easily from all parts in China. As a result, development of education in the local areas may not be seen as urgent and necessary. Local education can be neglected easily and does

not expand in pace with the rapid development in the economy. The building up of the indigenous capacity through local education expansion is an important issue in the development in areas with ample supply of educated manpower from outside.

#### 6. Effects of Shenzhen's development experience on China: Education as a crucial factor in the agent of change

##### Workers' close connection with their home towns/villages

Employees in Shenzhen are closely connected with their own home towns/villages. The development experience of Shenzhen in South China would spread out to all parts of China, including not only the money capital and new technology but also the human capital (employees) who have been exposed to the development with market-oriented economy and open door policy for years.

##### Students' dealing with changes


Senior secondary students are highly aware and receptive of the changes undertaking in the society. They exhibit high initiatives to deal with changes, in terms of willingness to make new friends and to move to a distant place. Education thus plays an important role in enabling students to manage changes and become competent players in their future employment in South China and all parts of China.

#### Concluding Remarks

Education is seen as an agent of development in three dimensions: economic, social, and political (Saha & Fagerlind, 1997). The economic and social dimensions of development have been dealt with in this study. The relationship between education and development is too complex to assume that education will produce the desired development results, unless it is adapted and used in a manner appropriate to the development needs of a country (Saha & Fagerlind, 1997).

In this study of education and development of South China, it has been found that both education and development interact closely. In the new economic context, education raises worker productivity and earnings, worker reception for on-the-job training, and student attitude towards change. At the same time, the transition to the non-state sector brings out characteristics such as decentralization in educational finance and management, re-definition of partnership between school and enterprise, demand for more education, change of school function in labour market, demand for general training rather than specific training, and indigenous consideration of the supply of educated manpower.

#### Reference

Saha, L.J., & Fagerlind, I. (1997). Education and development. In Saha, L.J. (Ed.), *International Encyclopedia of the Sociology of Education*. Oxford: Pergamon. 



A visit to a secondary school by team members

## Research Programmes

*Among the five research programmes co-ordinated by the HKIER, one is devoted to education and development in China and Chinese societies. The projects under this programme cover a wide range of disciplines in education and localities in China as well.*

### **Expected Rate of Return, Ability to Pay and Willingness to Pay in the Finance of University Education**

#### **高教財政籌措中之考慮因素：期望回報率**

*(Prof. Chung Yue-ping, Prof. Min Weifang, and Prof. Gong Fang)*

This is a collaborative research between The Chinese University of Hong Kong, Peking University and Nanjing University. It is funded by the Research Grants Council of Hong Kong.

The research attempts to explore the dynamics of cost recovery through charging fees for the finance of higher education in the face of dwindling financial support from the Government. Data for the study will mainly come from questionnaire surveys of students in at least three different institutions in each of the four cities of Hong Kong, Beijing, Nanjing and Xian. These institutions include a comprehensive university, a teacher/normal university and a technology-biased university.

Information to be collected and analyzed includes student origin and gender, financial situation of the family, academic achievement, choice of programme of study and of university, expected employment and earnings, preferred way of paying for higher education, etc. A selected number of students will also be interviewed to extract more detailed and specific information. Both the efficiency and equity issues in higher education finance in China will be addressed in the study.

### **Relevance Education in China**

#### **中國的適切教育**

*(Prof. Lo Nai-kwai, Leslie and Ms. Lai Man-hong)*

This project, previously entitled "Relevance Education in Rural China", has been renamed to reflect its wider scope of inquiry. Initially, the purpose of the project was to study the efficacy of vocation-oriented schooling in rural China. In China's rural areas, the implementation of state policy to popularize secondary vocational education and the accommodation of needs emerging from societal change have yielded interesting outcomes that should provide insights into the educational development of a vast developing country. Several rural towns in Guangdong and Jiangsu, the richest provinces in China, have been the sites of investigation.

With recent changes in the society and economy of China, the relevance of education should not be confined to its conceptualization of old. The changing nature of the labour market and workplace has drawn the research interests closer to the urban areas. Preliminary studies in such cities as Hong Kong, Shanghai, and Shenzhen have afforded understanding of the urban workplace of China and illuminated new dimensions in relevance education. The changing nature of job requirements, work and employment in the rapidly approaching information age adds fluidity to the meaning of schooling as it struggles to retain its relevance to China's developmental needs in the new century.

This research project has yielded articles in international and local journals, as well as papers of note at international conferences and seminars.

**Comparative Study on Nonformal Education Initiated by Three Educators in Modern China: Tao Xingzi, James Yan, and Liang Shuming**

陶行之、晏陽初、梁漱溟在現代中國推行的非正規教育的比較研究

(Prof. Lo Nai-kwai, Leslie and Prof. Zhou Hongyu)

The influence of the trio on educational development in modern China is well documented. History's treatment of Tao, Yan and Liang has been very different. Thus far, there has been no comparative treatment of these illustrious Chinese intellectuals and the effectiveness of their work in mass education. This project is an attempt to shed light on their educational ideas and work with an aim of illuminating their contemporary meanings. The intellectual development and educational experiments of the three educators epitomize the educational development of their time. In their attempts to search for a synthesis of the strengths of Chinese and Western cultures, tensions which emerged from their experimentation in mass education reflected problems of national development which were clearly linked to problems of modernization. Their dilemma is still being experienced by intellectuals in China today. Thus far, documentation research and publications have been focused on the work of Tao Xingzi.

Professor Zhou Honyu, the project's co-investigator, visited the HKIER for three months in the autumn of 1997 to survey the materials housed in the University Service Centre at our university and those housed in the Education Collection in the Chung Chi College Library. The project will continue to focus on the work of Tao with concomitant efforts to collect and analyze materials on Yan and Liang.

**Education and Work: The Efficacy of Schooling in Human Resource Development in Three Regions in China**

教育與工作——學校教育在中國三地區的人力資源發展的功效

(Prof. Xiao Jin, Prof. Lo Nai-kwai, Leslie, Prof. Chung Yue-ping, Prof. Lee Chi-kin, and Prof. Wong Hin-wah)

This research project extends a similar study in Shenzhen and Shanghai to three other regions in China.

This project attempts to study the following aspects in three geographic regions in China:

- (1) to enquire into the process of introduction of new practices in the workplace;
- (2) to identify basic skill requirements and quality traits of employees in a changing economy;
- (3) to assess the relevance of the secondary school curriculum to job skill requirements;
- (4) to identify how employees have achieved the current status of qualification and job-related competencies;
- (5) to assess the effectiveness of both formal and non-formal education in response to meeting human resource development needs; and
- (6) to compare human resource needs, education and training strategies.

Firms and schools in six localities in three regions will be surveyed and employees, students and teachers will be interviewed. These six localities include Jiangmen, Guangdong and Wuxi, Jiangsu as the most advanced in economy in China, Yixing, Hubei and Handan, Hebei as at the intermediate level, and Mile, Yunnan and Baoji, Sanxi as the most inner land areas.

The research team has made collaboration with the State Centre for Research on Educational Development (SCRED), Ministry of Education, China. By April, 1998, the team has largely finished questionnaire revision and sampling design. It is now working on selecting firms and schools for participating in the research.

## Alternative Training Paths for Human Resource Development: A Reverse Tracer Study of Manufacture and Service Sectors in Shanghai, China


### 人力資源發展的其他培訓路徑：對中國上海製造業及服務業進行之反向追蹤研究

(Prof. Xiao Jin and Prof. Lo Nai-kwai, Leslie)

This project has secured a grant of \$481,500 from the Research Grants Council for the period of 1997-1999.

The project is an extension study on workforce training in Shenzhen. It proposes to use the reverse tracer study technique to identify alternative job-skill development paths for the workforce after formal schooling in Shanghai, which is designated as a key city to take a lead in economic development in the Yangzi River Zones in South China. Aspects to be examined include (1) employees' demographics; (2) the level of formal education attained; (3) job specifics and changes in jobs; (4) job-related training provided by various provisional agencies in the last few years; (5) relevance of this training to job tasks and (6) employee earnings in relation to skill levels.

The research methodologies of reverse tracer (quantitative) and ethnography (qualitative) are integrated to uncover the in-depth and breadth of changes in the workplace and adaptation of education and training to upgrade the workforce in meeting changes in the transition in Shanghai.

The research team collaborates with the Shanghai Institute of Human Research Development. By April 1998, the research team has conducted interviews with employers and employees in six firms in Shanghai. Questionnaire data have been entered for further analysis. 

## Forthcoming Conferences

### 基礎教育研討會——優質教育 (Conference on Basic Education — Quality Education)

研討會於五月三十日假香港中文大學何添樓舉行。主辦者歸納教統會第七號報告書「優質學校教育」的內容主要有七項：指標、保證、管理、師資、課程、實踐過程和發展等，並以之作為研討的專題，邀請本港教育界的知名學者與資深專業人士主講。希望藉此加深教育同工對「優質教育」的認識，並有助於推動、革新本港的教育，切实提高學校的教育質素。

主講嘉賓為上海市人民政府教育委員會基礎教育辦公室主任尹后慶先生，講題為「努力建設面向 21 世紀的上海一流基礎教育」。另設有三個論壇，由中大教育學院院長鍾宇平教授主講「資訊科技的教育質素」、香港初等教育研究學會會長馮文正先生主講「優質教育基金的效能」，以及浸大持續進修學院黎黃翠芳女士主講「小學教師持續課程：理念與實踐」等。

### '98 全球華人計算機教育應用大會 (Global Chinese Conference on Computer in Education '98)

「全球華人計算機教育應用大會」之成立，目的是讓全球從事教育科學、認知科學、計算機科學及其他計算機於教育上應用之華人科學家聚集一堂，探索華人社會特定的計算機教育應用問題。

本年度的會議於六月十一至十三日假香港中文大學舉行。主講嘉賓為新加坡教育部教育科技署副署長郭毓川先生、台灣清華大學校長劉炯朗教授。會中有近一百篇的論文宣讀及展示；探討的範圍包括：計算機教育應用的理論和方法、網絡及其在教育革新中的應用、科技化學習環境、資訊科技與科學、數學、語言教學、多媒體教學課件設計經驗分享、兩岸三地及新加坡的資訊教育應用研究與發展等。講者分別來自中國大陸、香港、澳門、新加坡、台灣、美國、日本及澳洲等。

查詢電話：2609 6928

網址：<http://www.fed.cuhk.edu.hk/activities/GCCCE98>



## Conferences, Seminars and Public Lectures

### 深圳、南京及上海學術會議及研討會 Conferences and Seminars in Shenzhen, Nanjing and Shanghai

香港與中國內地經濟發達的大城市，在教育上既有差異，亦有不少共通點。開展中港之間的教育合作研究，互相借鑒在教育方面的成功經驗，對促進兩地的教育發展當有莫大裨益。中文大學教育學院與香港教育研究所於去年首次與內地多個重要機構院校合作，分別在深圳、南京及上海合辦了三個會議，其中在南京師大的會議聯同香港大學教育學院舉辦，三次會議情況簡介如下：



Date 日期	Venue 地點	Theme 主題	Co-organizer(s) 合辦單位
15-17/5/97	深圳大學	跨世紀中國教育的發展：內地與香港	中國國家教育中心
23-26/10/97	南京師範大學	華人教育國際學術會議	南京師範大學教育科學學院 香港大學教育學院
28-29/10/97	上海華東師範大學	'97滬港教育合作與發展研討會：迎接新世紀的挑戰	上海市教育學會 華東師範大學教育科學與 科技學院

### 亞洲教育知識基礎的再建構國際研討會 International Conference on Restructuring the Knowledge Base of Education in Asia

面對資訊爆炸及經濟體系全球化的趨勢，亞洲國家必須調整人力資源的發展方向，提升國家的勞動力素質，以及從根本改善教育體系的效能，以迎接下一世紀的挑戰。

香港教育研究所及中大教育學院於本年二月十二至十四日假中大何添樓舉辦「亞洲教育知識基礎的再建構國際研討會」，匯集各國精英，尤其亞洲學者及教育工作者，探討重新建構亞洲教育體系，並交流研究結果及實踐經驗。

是次研討會是中大建校三十五周年紀念活動之一，亦為慶祝《教育學報》創刊二十五周年。研討會開幕禮由教育學院院長鍾宇平教授主持，專題演講嘉賓包括中國中央教育科學研究所周南照教授、台灣師範大學楊深坑教授、香港教育研究所所長盧乃桂教授等。

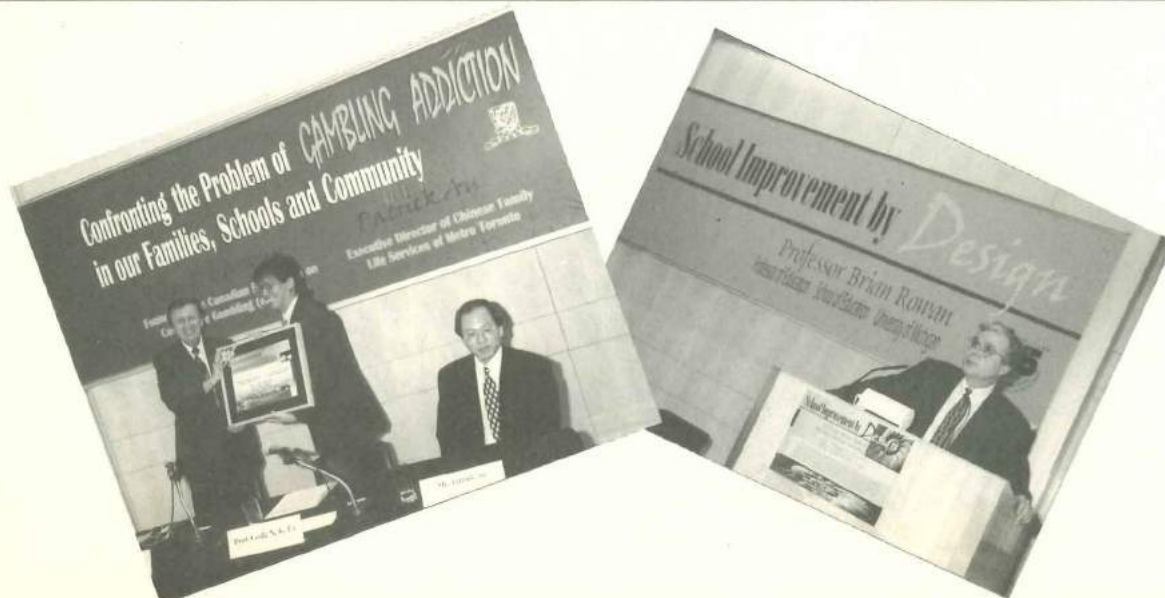


## Co-organized seminars 合辦之研討會

Date 日期	Topic(s) 題目	Speaker(s) 講者
29/11/97	未發掘的寶藏：資訊科技教育 資訊科技教育政策 (資訊講座系列三)	徐守滄校長 港九潮州公會馬松深中學校長 曾勵強先生 香港資訊科技界聯會召集人 蔡曉芬女士 香港教育統籌局首席助理局長
13/12/97	互動式學習與測量 (資訊講座系列四)	張華華教授 香港中文大學教育心理學系副教授 蕭寧波教授 香港中文大學教育心理學系助理教授
19/12/97	漢字學與漢字教學	王寧教授 北京師範大學漢字與中文信息處理研究所所長
20/12/97	「中學教學語言指引」：質疑與 批判	侯傑泰教授 香港中文大學教育心理學系副教授 曾榮光教授 香港中文大學教育行政與政策學系副教授 黃顯華教授 香港中文大學課程與教學學系副教授
6/2/98	深圳市福田區的成功教育	黃孔辰教授 深圳市福田區教育局教育科學研究所所長
20/2/98	School Improvement by Design	Prof. Brian Rowan Professor of Education, University of Michigan
7/4/98	電腦科技、情境學習與問題解決 (資訊科技講座系列五)	徐新逸教授 台灣淡江大學教育科技系系主任暨 研究所所長
27/4/98	The Era of Accidental Revolution: Implications for Leadership in Education	Prof. Phillip Hughes Professor Emeritus at the Centre for UNESCO of the Australian National University
29/4/98	Education for the 21st Century Learning: The Treasure Within	Prof. Phillip Hughes Professor Emeritus at the Centre for UNESCO of the Australian National University
4/5/98	The Impact of Modern Statistics on Educational and Psychometrics Measurement: Past Accomplishments and Future Opportunities	Prof. William Stout Professor of Statistics, University of Illinois
15/5/98	Confronting the Problem of Gambling Addiction in our Families, Schools and Community	Mr. Tibor I. Barsony Founder of the Canadian Foundation on Compulsive Gambling Mr. Patrick Au Executive Director of Chinese Family Life Services of Metro Toronto

## Co-organized workshops 合辦之工作坊

Date 日期	Topic(s) 題目	Co-organizer(s) 合辦單位
29/11/97 6/12/97 13/12/97	香港中小學中文科課程與教學研究及 發展計劃教師工作坊	香港中小學中文科課程與教學研究及發展計劃
8/4/98	電腦輔助教育工作坊	香港中文大學教育學院 香港教育署



## Consultancy Services

### 中國內地高校心理輔導培訓班 Guidance and Counselling Training Programmes

近年內地社會問題增多，人民在心理與精神方面出現的困擾日見顯著。隨著近年來國內外心理輔導的學術交流和研討，針對服務素質的良莠不齊及工作人員資歷的有待提高，內地有關同工提出了專業培訓需要支援的要求。尤其是在高等院校當中，很需要海外學者與專家的參與，協助內地在心理輔導專業的發展上，作奠基的工作。

一九九七年四月廿三日至五月八日，在香港教育研究所主辦，華中師範大學協辦之下，一個為期兩週的高校心理輔導培訓課程在武漢華中師大首次舉行，由中文大學教育學院林孟平教授、梁湘明教授及劉兆瑛先生負責講授。為內地八十一所高校的心理輔導員、醫師、教授、研究人員、講師和學生工作人員進行培訓。參與的學員在回應中表示，培訓班為他們帶來新的衝擊與挑戰，紛紛提出改善心理輔導人員素質的要求。

為了正視中國內地心理輔導專業現況的困難，促進此專業日後有健康的發展；並為了回應內地高校殷切的企盼，培訓班負責人林孟平教授，在一九九七年九月至十二月期間，趁長假之便，於六所分佈在內地不同地域的重點高校，繼續主講高校心理輔導培訓班。合辦培訓班的高校計有：蘭州市蘭州大學、成都市四川聯合大學、北京市北京師範大學、廣州市中山大學、上海復旦大學及北京市中國青年政治學院。

此次培訓在七所內地重點高校舉行，按計劃經過為期六個月的緊湊培訓，順利地達到預訂的培訓目標。在七次的課程中，學員來自29個省、市和自治區的高校，人數共597人，其中481位出席達85%以上，獲得肄業證書。

培訓班無論在師資、收生、培訓課程的要求與操作上，對參與的學員都是一種嶄新形式，也為他們帶來一定程度的衝擊。根據學員的回饋，培訓班的學習讓他們對心理輔導有了正確的概念；在輔導服務的計劃和素質方面，將會有所改善和改革。更重要的是，此次導論性和基礎性的課程，有機會協助有關人員對心理輔導專業的反思和檢討，以致可以重新校正目標與方向，日後無論在學術、研究、培訓和專業的發展上，影響深且遠。



### 高級教育測量學培訓班 Advanced Educational Measurement Training Programme

香港教育研究所與香港中文大學教育學院、北京師範大學心理系與中國教育測量及統計學會合辦了一個高級教育測量學培訓班，內容包括大型考試測量統計方法、電腦自適應測驗和最新測量理論及技巧的發展。學員來自全國各省市考試機關、大學相關科目研究員及教授共百多人，於本年五月十一日至十八日在北京師範大學上課共八天。培訓班由中文大學教育心理學系張華華教授主講，他在電腦自適應考試所倡議的多階段分層選題方法，被譽為解決充分運用考試題庫及試題保密方面的突破。中文大學亦邀請了依利諾大學測量統計專家 William Stout 教授在研討會作專題講座。

### 常州市職業教育培訓班 Changzhou Vocational Education Training Programme

繼本年一月份成功舉辦「常州市師範教育考察培訓班」後，香港教育研究所計劃於本年十月份舉辦「常州市職業教育考察培訓班」。上述兩項培訓班均屬於一九九二年開始進行的世界銀行貸款中國中等城市教育技術援助計劃的延續工作。

參加該培訓班的成員包括常州市教委或成教處副處長及各職業高中校長共十人。考察培訓的目的和任務在了解學習香港地區職業教育的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。☞

### 基礎教育學報

#### Journal of Basic Education

《基礎教育學報》由香港教育研究所出版，每年夏、冬兩期，專為探討與促進本港基礎教育事業。文章內容以研究教育理論、探討教育問題、交流教學心得經驗為主。從下一期開始，學報更增設實踐論壇部分，包括課堂教學新嘗試、觀點與報導及書評等，讓前線教師在教學理念及經驗上有更多的交流與觀摩。

第七卷第二期(一九九八年夏)

#### 論文 Articles

- School Leadership in a Time of Unplanned Revolution (Phillip HUGHES)
- 小學高年級學生對漢字筆畫的認識 (葉穎暉、何萬貫)
- 教師在任教小學常識科中與科學有關課題時所遇到的困難 (蘇詠梅、鄭美紅、曾昭亮)
- 中、英、港小學教科書編寫特點之分析 (孔企平)

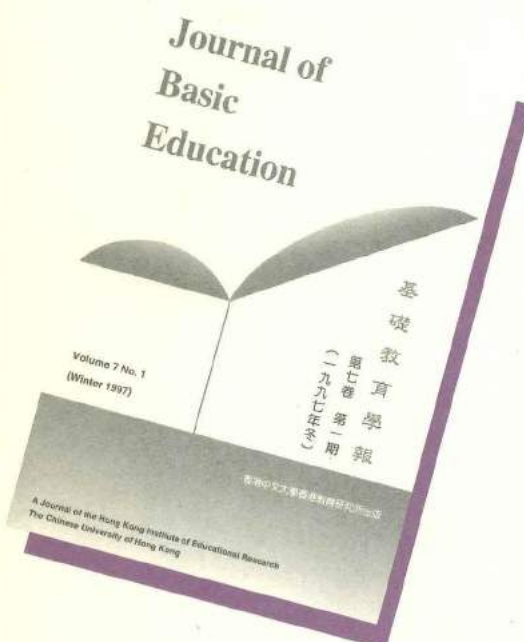
#### 實踐論壇 Forum on Practice

本期主題：教學熱誠

- 他們為何堅持？——前線教師的心聲
- 訪田家炳先生談他對教育的期望
- 課堂教學新嘗試
- 「二合一」：常識與語文的綜合學習 (麥思源)
- 觀點與報導
- The Cave-Metaphor Reinterpreted (WONG Wan-chi)
- 北京學前教育 (劉玉玲)
- 對活動教學的一點信念 (楊思賢)
- 書評
- 《教育——財富蘊藏其中》——培育人才的新世紀教育 (李傑江)

查詢及訂閱請致電香港教育研究所(2609 6999)。

下期預告



## Publications

## New Publications

教育政策研討系列十二、十三現已出版。

## Occasional Paper No. 12

避免由火坑掉進深淵：對升中能力測驗的一些建議  
侯傑泰

*To Avoid Jumping from the Fire Pan into Fire:  
Recommendations on Assessing Primary  
Students' Academic Ability*

《九年強迫教育檢討報告》建議以「語文及數學能力評估」(學科試)替代現行的「學能測驗」(學能試)。作者認為這只會強化小學依狹窄的考試範圍盲目操練學生，無視其他更重要的學習科目。本文回顧香港及其他國家的教育改革，提出一套方案，這包括矩陣取樣，不同學生接受內容不同的試卷測試，使考試內容及形式更為多樣化。此外亦建議機制以減低調整試對學校正常教學的干擾。這些方法都是統計上有效，且更為易於銜接日後學校本位考試、目標為本課程及其他教育改革。

(46頁，HK\$15)

## Occasional Paper No. 13

英中學額分配政策的匱乏與不均等：香港中學教學語言政策的再思 曾榮光

*The Poverty and Inequality in the Policy of  
English-Medium Secondary School Allocation:  
Re-contemplating the Policy of Medium of  
Instruction in Hong Kong Secondary Schools*

《中學教學語言指引》推行至今，其中一個最明顯的不良後果就是它制度化了英文中學的優越地位，更嚴重的就是它把這種優越地位只頒與少數的中學，結果就造成一種高度的精英主義。在一百一十四間中學被欽准可以採用英語授課的同時，一種不均等以至不公平的現象亦隨之而在香港中學制度內形成，這是指：英文中學學位——這種家長普遍認為較佳的選擇，是極不足、不平均以至不公平地分佈在香港中學學位分配制度內的十八個學校網之間。本文根據從《1996/98年度中學學位分配十八個學校網的中學一覽表》整理出來的數據作分析，以展示這個不足和不均等的現象，並探討其影響。

(36頁，HK\$15)

## 電子學報 Electronic Journals

98新學年出版

當代華人教育學報 *Journal of Education in Contemporary China*

為促進當代華人社會的教育研究工作，讓教育工作者能不受時間及地域的限制，迅速和有效地獲取教育發展的新意念及信息，香港教育研究所遂聯同《華東師範大學學報(教育科學版)》及中國科學院心理研究所，透過國際互聯網絡，聯合出版《當代華人教育學報》，讓整個世界，尤其是亞洲地區，從事教育研究的人士能瀏覽中港兩地具高水平的教育研究學術論文，藉此加強各地教育研究者之間的學術交流，從而協助提高華人社會的教育研究素質。本刊於每年夏、冬兩季出版，歡迎讀者指導賜教。

## 全球華人計算機教育應用期刊

*Journal for Computers in Education for the Global Chinese Community*

期刊為將成立的「全球華人計算機教育應用學會」的正式刊物，每年出版一次。刊載文章環繞計算機科學在教育上的應用和研究。最大的特色是收錄華人學者撰寫的文章，反映中國語言、文化及教育固有的特質。文章會以中文繁體及英文刊載。中文的文章將附英文摘要；以英文撰寫的文章則附中文繁體摘要。

期刊以電腦網絡互動的模式出版，每篇文章均附有討論的園地，讓讀者與作者有交流的機會；在刊布新理念的同時，更能達到促進學術交流的目的。

(電子郵件查詢：hkier@cuhk.edu.hk)

## Development Projects

### *Programmes for the Gifted and Talented* 資優計劃

*The Faculty of Education and the Hong Kong Institute of Educational Research have been supporting the Programmes for the Gifted and Talented in the past two years. Activities of various kinds have been organised for students, parents and educators.*

#### **Summer Gifted Programme '98 暑期資優課程**

The first Summer Gifted Programme for Hong Kong secondary school students was held in 1997. The Programme aims at identifying and developing talent in our children and adolescents through activities which enhance self-confidence, creativity and leadership.

The second CUHK Summer Gifted Programme will be held from 26 July to 1 August 1998 on campus. The one-week residential programme aims to provide a challenging and stimulating learning experience to secondary school students through specially designed summer courses and activities. It also aims to foster social development by providing an atmosphere conducive to intensive learning with equally capable peers.

Through nomination from secondary schools, approximately a hundred Secondary 1 to 3 students with outstanding academic aptitude will be accepted for the programme. Classes are limited to 12 to 15 students and participants may choose from a number of courses including "Fiction Creative Writing", "Starting from Plato", "Exploration with Dynamic Geometry", "Computer Forum" and many more. Teaching staff and graduate and undergraduate students from various departments and faculties of the University will take part in the programme as course instructors, teaching assistants, residential counselors, and programme assistants.



#### ***Summer Gifted Programme for Talented Students from Shanghai***

##### **十位上海資優學生參與暑期資優課程**

Starting from this year, the Summer Gifted Programme will be open also to children and adolescents from the Mainland. The Faculty is now collaborating with the Municipal Education Commission of Shanghai to select 10 gifted secondary students from Shanghai to join the programme. The gifted students in Hong Kong will have a chance to interact with counterparts from other places. Interactions among students from different backgrounds will enhance their social skills and empathy, and will also facilitate mutual understanding and foster life-long friendship among gifted students from Hong Kong and the Mainland.

## Public Lecture and Workshop on Gifted Education 資優教育講座與工作坊

A public lecture entitled "How to help gifted students to lead a healthy life" (如何協助資優兒童踏上健康成長路) was delivered by Prof. Zha Zixiu (查子秀教授) from the Institute of Psychology, Chinese Academy of Sciences, on March 5, 1998.

The fourth workshops for the Gifted Education Training Seminar Series, also conducted by Prof. Zha, were held on March 6 and March 7, 1998.

Some 35 educators, psychologists and teachers from various schools and organizations, as well as from the Education Department gathered together to exchange innovative ideas on gifted education during the 2-day workshop. Prof. Zha Zixiu led participants in discussion on topics which included: "How to understand gifted students", "How to nurture and develop the talents of the gifted students", "How to help gifted students cope with their psychological problems" and "Gifted education in Mainland China and its relationship with Hong Kong". Prof. Zha has also introduced case studies on gifted students, and the special curriculum system of gifted education in China.



The seminar series are intended to provide training for educators who are interested in gifted education. The seminars also provide a chance for parents of gifted children to understand more about their children.

## Saturday Gifted Programme 週末資優課程

The Programmes for the Gifted and Talented launched enrichment courses for gifted students on weekends from February to March 1998. The Saturday Gifted Programme aims at providing a challenging and stimulating learning experience to secondary school students.

Approximately 100 gifted students, coming from 40 different secondary schools, participated in the programme to learn and share experience in their chosen activities. Four courses were offered:

1. Total Quality Leaders Development Programme (全才領袖訓練計劃)
2. Talent Train (思考列車)
3. Self-Assertiveness Training (自我確定訓練)
4. Creativity Training (創造思考訓練)

## 華人社會教育期刊索引上網計劃

### The Chinese Educational Resources Information Centre Project

面向廿一世紀，建立本色化的華人社會教育研究體系，已成為華人社會教育工作者共同努力的目標之一。各地研究者經過多年來的努力耕耘，積累了不少珍貴的文獻，但彼此間卻仍缺乏聯繫及交流，以致未能達到善用資源、分享研究成果的目的。有鑑於此，中文大學教育學院及香港教育研究所於九五年十二月起進行了一項「華人社會教育期刊索引上網計劃」，期望可以滿足華人社會對教育資料的需求，更有效地運用教育資源作有系統的學術研究、協調和交流。

「華人社會教育期刊索引上網計劃」乃參考美國教育資料儲庫 Educational Resources Information Center (ERIC) 而開設，目的是建置富有教育價值之電腦資料儲庫，使教育工作者能透過全球資訊網，有系統地查閱華人社會具有代表性之教育期刊文章篇目索引及其內容摘要。

此上網計劃純屬公開、免費之服務。現階段先為中國、香港、台灣三地選取數份具有代表性之期刊（年期則由一九九零年迄今），將其文章作者、篇目及內容摘要上網。

有關上網之三地期刊目錄請參閱電子網頁：<http://www1.fed.cuhk.edu.hk/en>

如有查詢，請電郵致 [en@fed.cuhk.edu.hk](mailto:en@fed.cuhk.edu.hk)。

## 教育專業普通話證書課程 Certificate Programme in Putonghua in Education

「教育專業普通話證書課程」是香港教育研究所、中文大學教育學院與新雅中國語文研習所合辦，目標是培訓普通話科教師及普通話課程發展專才，並為擬採用普通話作為教學語言的學校培訓師資，以配合教育專業人士的專業發展和本港社會對普通話教育的需求。

本年二月至七月，香港教育研究所、中文大學教育學院、新雅中國語文研習所繼續開辦4個單元課程，包括PTH1基礎聽說能力訓練、PTH2朗讀及注音能力訓練、PTH3口語及聽辨能力訓練、PTH5教學法訓練，共有七個班，學員近120人。為增進學員對普通話和普通話教學的認識，課程辦公室先

後在二月、四月及五月，分別邀請香港道教聯合會圓玄學院第一中學黃錦華老師、啟思小學繆雪芳老師、全完中學俞潔如老師、聖公會林裘謀中學蔡金霜老師及香港中文大學音樂系曹本治教授主持座談會。另外，經深圳市教育局教學研究室的安排，本課程二十多位學員於四月十六日往深圳紅嶺小學觀摩普通話教學，並與該校校長及老師交流。

本年九月後，普通話科成為中、小學核心課程，預期普通話培訓課程需求殷切。香港教育研究所將繼續在本年七月及九月開辦教育專業普通話證書課程，並繼續發展其他深造課程，以滿足教育界人士的需要。

