

Issue no. 25

November 2008

# Newsletter

# IER



香港教育研究所

Hong Kong Institute of Educational Research

The Chinese University of Hong Kong

## In This Issue

1 Research Programmes

3 Programmes for Professional Development

4 Development Projects

5 Conferences, Seminars and Public Lectures

6 Research and Development Centres

11 Publications

## Research Programmes

### 亞太地區課程設計、發展、實施及評估的比較研究計劃

「初中學生在個人、社會及人文教育領域的學習成果：教師的視角」研究

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#### 研究背景和目標

本研究由香港特別行政區教育局資助，目的是了解高中「個人、社會及人文教育」（Personal, Social, & Humanities Education，下稱 PSHE）學習領域的教師，對學生完成中三課程後學習成果的期望。

據課程發展議會於 2002 年編訂的《個人、社會及人文教育學習領域課程指引（小一至中三）》（下稱《指引》），該學習領域的課程宗旨是「幫助學生了解自己、社會和世界，維持健康的個人發展，成為具有信心、知識與責任感的人，從而為家庭、社區、國家及世界謀求幸福」，而學習目標則包括「知識及理解」、「技能」、「態度及價值觀」等層面。

《指引》發表及推行至今已六年，加上學校正為未來新高中學制作課程規劃，故了解過去實施情況，並展望如何面對未來新高中的課程，實有必要。本研究有助了解教師對過去六年實施 PSHE 學習領域的意見，期望能：

1. 為中一至中三程度PSHE學習領域提供基本準則，以協助學校評估校本課程的不同組織，並預備學生修讀2009年新高中課程PSHE學習領域的六個學科（地理、中國歷史、歷史、經濟、倫理及宗教、旅遊及旅遊業）；
2. 促進學校的課程評估，並計劃未來初中學生的學習和中三、中四的銜接；
3. 分析及釐清教師的觀點。

### 研究設計

研究分三個階段進行（詳見圖一）。第一階段研究為文獻分析，目的在檢視各PSHE學科課程的宗旨及所着重的學習目標，比對不同地區相關課程的宗旨，以及「知識及理解」、「技能」和「態度及價值觀」三個層面的學習目標，旨在向受訪高中PSHE教師提供參照。第二階段研究採用半結構式的焦點小組訪談，並分期進行，收集任教高中PSHE各學科教師的意見。第三階段研究則採用問卷調查形式，以量化研究角度收集普遍高中PSHE各學科教師的意見，為第二階段的訪談數據提供支持，並建立更高的信度。

表一：第三階段研究取樣概況

科目	發卷數目	答卷人數	回應率
地理	185	156	84.32%
中國歷史	223	160	71.75%
歷史	147	111	75.51%
經濟	191	163	85.34%
倫理及宗教	127	104	81.89%
旅遊及旅遊業	40	30	75.00%
總數	913	724	79.30%

第三階段研究共收集了94所學校合共724位任教高中PSHE教師的數據，各科目組別的回應率均超過七成，總體回應率接近八成，結果令人滿意（見表一）。問卷收集了以下各方面的數據，包括：受訪者背景資料；受訪者所屬學校實施PSHE課程的情況；受訪教師對教育目標的觀感；受訪教師對各PSHE學科基本學習成果的意見；以及受訪教師對PSHE學習領域共同學習成果的意見。

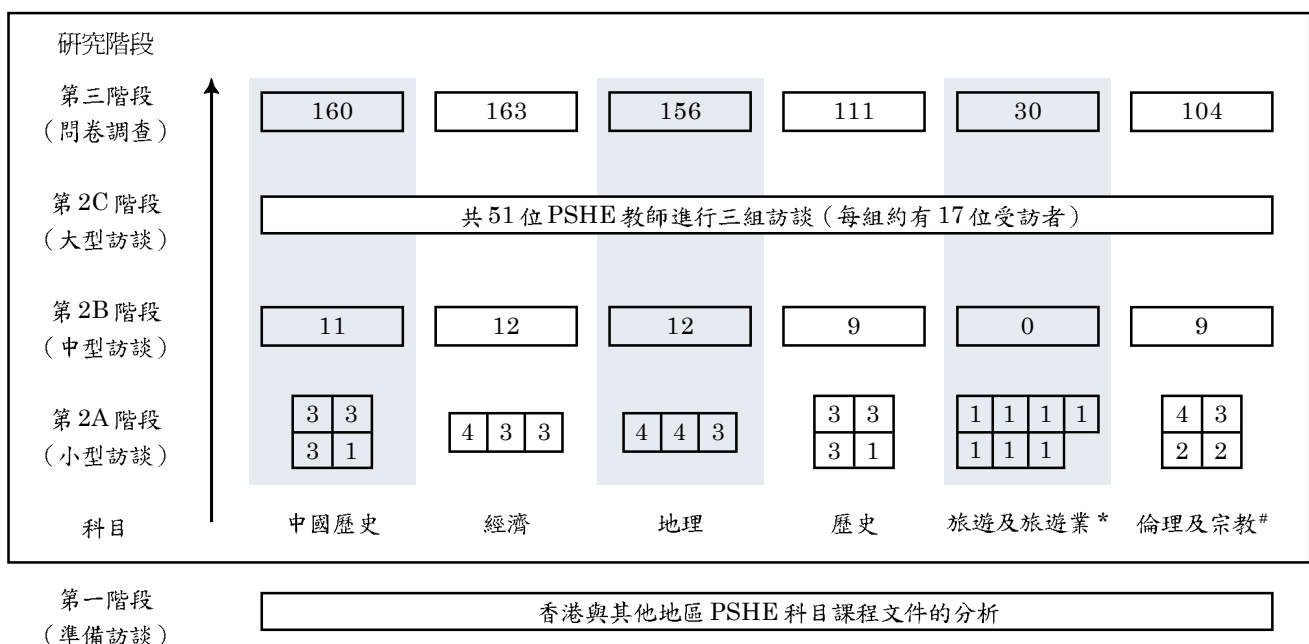
### 小結

本研究已初步完成<sup>1</sup>，結果將有助了解高中資深教師對PSHE學習領域應教授內容的意見。他們分別闡述了對初中階段「知識及理解」、「技能」、「態度及價值觀」各層面的學習成果，表達了對準備學生修讀各科的看法，並提出了對PSHE學習領域共同學習成果的意見。

### 註釋

- 1 本研究已進入最後階段，且已完成報告初稿。然而，因報告仍未發表，暫未能在此展示研究的具體成果。

圖一：研究階段、設計及取樣概況



\* 包括旅遊及旅遊業／旅遊及款待。由於本地旅遊及旅遊業科教師人數較少，研究組在取樣上有較大限制，致使該科目組別的受訪教師人數未達預期目標。

# 包括宗教／倫理／倫理及宗教／佛學／基督教。

## Programmes for Professional Development

### 幼稚園校長證書課程

香港特別行政區教育局宣告，自2009–2010年起，所有新任幼稚園校長必須修畢「幼稚園校長證書課程」，而現任校長亦預期於2011–2012年度完結前修畢校長證書課程。香港中文大學教育學院、香港教育研究所及大學與學校夥伴協作中心受教育局委託，開辦「幼稚園校長證書課程」，旨在訓練擬任幼稚園校長的領導才能，俾能勝任校長職務；課程亦會強化現任校長的知識和技巧，使成為更出色的領導人才。

修畢本課程，學員應能：

- 透過持續專業發展，建立領導願景及使命。
- 從不同的職能如策劃、組織、督導、監管及評鑑，了解21世紀幼稚園校長的角色，以及管理和督導工作的基本原則。
- 運用適切的策略，促進學校問責、自我評估及持續發展的精神。
- 為教師的專業發展及考績制訂適切的計劃和評鑑策略。
- 評鑑及提升現行課程（包括計劃的課程和實施的課程）的效能，以促進幼兒的學習。
- 領導幼稚園創建正面的學校文化，為幼兒的個別需要提供適切的支援。

課程包括必修部分和選修部分。必修部分有四個範疇，分別為：（1）管理與組織；（2）學與教；（3）機構文化及給予兒童的支援；（4）兒童發展。選修部分則從「領導學校改進」、「學前教育的專業知識及態度」、「支援有特殊學習需要的兒童」、「促進幼兒的科學和環境探究精神」四科中選二。相對於幼兒教育榮譽學士及幼兒教育碩士課程，本課程較着重上述四個必修範疇的實際運用。

本課程適合以下人士修讀：

- 現任幼稚園校長，且具備幼兒教育文憑／教育學士（幼兒教育）學位或同等學歷
- 有志成為幼稚園校長／幼兒中心主管的教師，且具備教育學士（幼兒教育）學位或同等學歷，或現正修讀教育學士（幼兒教育）學位課程者

幼稚園校長證書課程第三及四期課程將於本年11月開課。查詢方法如下：

電話：3163 4490；3163 4467

傳真：2603 6850

電郵：hkier-training@cuhk.edu.hk

網址：www.fed.cuhk.edu.hk/~hkier/ckp

### 關注價值教育—— 價值教育學會成立

社會急速變遷，青少年面對各種新事物，容易迷失，價值觀易受動搖。於此世代，價值教育實在意義重大且刻不容緩。價值教育學會的成立，目的便是凝聚關心價值教育的專業人士，推動價值教育。

該會會員均為香港中文大學價值教育證書課程或價值教育（文學）碩士課程學員或畢業生。2008年5月30日，超過30名會員出席會員大會暨第一屆幹事會選舉，並投信任票通過由「察」閣出任第一屆幹事會。幹事會邀得三位學者擔任會務顧問，包括：香港教育研究所所長盧乃桂教授，通識教育（文學）碩士課程及價值教育（文學）碩士課程課程主任鄭漢文博士，和價值教育（文學）碩士課程前課程主任伍美蓮博士。適逢5月30–31日為本所與本校教育學院主辦之「價值教育國際研討會2008」的舉行日期，學會在一眾嘉賓見證下正式成立；幹事會另亦邀得三位與會的價值教育專家惠允出任會務顧問，他們為美國哥倫比亞大學的David T. Hansen教授、英國倫敦大學的Monica Taylor教授，以及北京師範大學的朱小蔓教授。

該會設有三個主要工作小組：推廣小組計劃舉辦講座及工作坊，並嘗試籌劃與中、小學合辦教師發展日，及探訪與價值教育有關的機構；出版小組擬結集並出版價值教育（文學）碩士課程學員的課業，亦編印會訊；網上平台小組負責管理網上平台，發放該會資訊，亦提供討論價值議題的空間。

該會現正積極開展會務，並配合價值教育（文學）碩士課程籌辦多項活動。除7月舉行的學員迎新聚會之外，學會幹事會成員和會務顧問鄭漢文博士，以及價值教育（文學）碩士課程課程主任唐欣怡女士亦分別於10月11日、10月18日及10月25日（星期六）下午2:30–3:30在中文大學校園舉行與價值教育相關的講座。關心價值教育的人士，可瀏覽www.fed.cuhk.edu.hk/~ave以取得最新資料。

## Development Projects

### 優質學校改進計劃

#### 獲撥款總額逾七千萬港元 累積與承傳學校改進經驗

##### 紮根十年經驗，再獲撥款開展新一頁

自1998年優質教育基金成立至今，香港中文大學一直獲基金撥款推展學校改進工作，先後推展多個整全、互動和有機的學校改進計劃。透過大學與學校的夥伴協作，建立了大學、學校與政府（資源提供者）的三信（信任、信心、信念）基礎，引領學校教育工作者開闊視野、接受新知，並反思自我、參與改革，建構學校團隊文化，以謀循序走向自我完善之路。計劃的學校改進團隊在過去十年曾為200多所中、小學提供全面的校本專業支援，總結出不同經驗，並具體實踐了一些可行策略。

紮根於過去十年的學校支援經驗，優質學校改進計劃（2004–2009）獲教育局撥款四千六百萬元，在五年內分四期合共協助115所中、小學及特殊學校改進。踏入最後階段，再獲教育局撥款三千多萬元，資助2008–2011年的專業支援工作，另為120所中、小學及特殊學校提供為期一年的專業支援。計劃的第二階段於2008年隨即展開，與第一階段的最後一年同時進行。計劃將繼續堅守核心價值，透過各種形式的到校支援、教師專業發展工作坊、跨校分享活動，有策略地啟動學校的信念和文化轉變，建構團隊共力。本計劃專業支援工作的一大特色，是以個人、科組和學校三個層面同步介入，是「點」（個人「內化」發展）、「線」（強化團隊，提升教師專業能量）和「面」（建立自我完善機制，塑造良好學校文化）的多方支援。

##### 由「專家帶動」轉移至「參與者帶動」的發展路向

本計劃最早期的嘗試來自美國躍進學校計劃（Accelerated Schools Project）的啟發，於1998年起開展了香港躍進學校計劃，及發展後期的多個整全式學校改進計劃。計劃的早期學校支援工作建基於外國經驗的轉移與本土化，支援學校及教師對當時教育改革的回應，主要

是由政策及專家帶動（policy-led and expert-led）的學校改進動力。計劃作為變革能動者（change agent），與學校結成緊密的夥伴，就每所學校的獨特性和發展目標提供全面支援。建基於堅實的學校改進經驗，計劃於後期進一步提升學校和教師的能量，從專家帶動（expert-led）的改進動力，轉移至培育前線工作人員擁有自我反思和帶動改進教育的能量（practitioner-led），建立強調學與教效能的學校文化，使學校成爲一所學習型機構。在轉移的過程中，計劃着重培訓推動校內改進工作的核心領導、促進管理層的領導和參與、協助學校建立自我完善機制等，從而爲學校營造更有利的持續改進環境，讓教師的教學能量得以盡量釋放。另外亦透過建立中、小學的跨校學習社群，爲教師建立跨校支援網絡，帶動教師專業成長。

中、小學教育改進的關鍵，仍在於教學上的效能探究，了解學生特性、學科特性、課程、教學策略、教師教態等各項影響學習效能的因素如何能有機地配合。尤其是在三三四的新教育制度下，面對新課程（如通識教育科）及評核方法的改變（如校本評核），有眾多的新挑戰，而探討在這些新形勢下如何教、如何學，以助學生銜接大學或其他形式的學習，是本計劃支援學校的一個主線。另一方面，小學將於2009–2010學年起分階段實施小班教學，很多校長及教師已積極準備。本計劃以此爲另一個支援學校的重點，探討如何利用每班人數減少的優勢創造更多空間，以照顧個別學生的學習差異，並釐清對推行小班教學的誤解（如指出推行小班教學不等於「運用某幾種教學策略」或「採用某種推行方式」，而是作爲讓其他策略發揮作用的重要條件），使學生的學習更爲有效。

##### 發表專題著作及發起兩岸四地研討會

在大學與學校的夥伴協作過程中，大學專家學者把豐富的教育理念和研究知識帶到學校，帶動學校改進，同時亦蒐集不同類型學校的前線經驗。計劃總結了大量學校經驗，寫成個案研究及專題論文著作，以期在學校改進的領域上增添知識。著作常於香港教育研究所出版的「學校教育改革系列」、研討會等場合發表。本計劃爲進一步沉澱本地學校改進的經驗，並建立其他地區之間的交流平台，於2006年由香港教育研究所所長暨計劃總監盧乃桂教授發起及主辦第一屆兩岸四地「學校改進與夥伴協作」學術研討會，得到華東師範大學、台灣師範大學、澳門大學等大學機構的專家學者，及前線教育工作者的支持和參與。第二屆研討會於2007年由華東師範大學主辦，而第三屆研討會則將於2009年5月23–24日舉行，由澳門大學教育學院主辦，延續各地學校改進經驗的交流。

##### 專業支援繼續向前邁進

學校改進工作之路是長遠且極具挑戰性的。我們期望從實踐經驗中總結出教師成長的方式和優化教學的學校改進策略，建立不同形式及不同主題的跨校教師學與教的討論平台，並展示和肯定專業支援，使教師在教學上有專業自主的空間，改變一貫以來由上而下的工作模式，讓教師能從獲賦權、能承責。面對種種挑戰，計劃堅持「從心開始」，在與學校互動的過程中繼續向前邁進。

## Conferences, Seminars and Public Lectures

## 研討會及公開講座

日期	題目	合辦單位／講者
30-31/5/2008	價值教育國際研討會 2008： 價值的追尋：變遷社會中價值教育的實踐	香港中文大學教育學院 香港中文大學教育行政與政策學系
7/6/2008	個人成長／家長教育普及講座系列（八）： 輔導與課程——在香港高中推行其他學習經歷的啟示	何玉芬博士（香港教育研究所兼任講師） 葉蔭榮先生（香港特別行政區教育局課程發展處）
14/6/2008	個人成長／家長教育普及講座系列（九）： 誰來明白我——讓青年人回到自己的故事	奚小英女士（香港教育研究所輔導課程畢業生） 陶兆銘博士（香港教育研究所）
21/6/2008	通識教育現今發展情況與前瞻	通識教育科專業發展學會
12/7/2008	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 人民教育出版社教育部課程教材研究所 臺北教育大學
11/10/2008	價值教育講座系列： 追蹤學校裏的價值教育	價值教育學會幹事 價值教育碩士課程首屆畢業同學
18/10/2008	價值教育講座系列： 促進美好人生的價值教育	鄭漢文博士（香港中文大學教育行政與政策學系）
25/10/2008	價值教育講座系列： 無處不在的價值思考——學校的實踐	唐欣怡女士（香港教育研究所）
25/10/2008	個人成長／家長教育普及講座系列（十）： 1. 從山盟海誓到養兒育女	陳廷三博士（香港教育研究所）
6/12/2008	面向新高中：中小學活動發展經驗分享	香港中文大學教育學院 香港課外活動主任協會
19/12/2008	教師支援系列（一）： 教育同工的情緒管理	陳廷三博士（香港教育研究所）
3/1/2009	個人成長／家長教育普及講座系列（十一）： 2. 孩子，我知道你不行——面對子女的局限	陳廷三博士（香港教育研究所）
21/2/2009	個人成長及生命教育講座系列（二）： 學生的動力與沮喪 1. 求學不是求分數，但求甚麼？	陳廷三博士（香港教育研究所）
28/2/2009	個人成長及生命教育講座系列（三）： 學生的動力與沮喪 2. 身、心、靈急速老化的香港學生	陳廷三博士（香港教育研究所）
7/3/2009	個人成長及生命教育講座系列（四）： 學生的動力與沮喪 3. 壓制師生「識慫」的家庭關係	陳廷三博士（香港教育研究所）
18/4/2009	個人成長／家長教育普及講座系列（十二）： 3. 「金色年華」與「落寞待棄」	陳廷三博士（香港教育研究所）
19/6/2009	教師支援系列（一）： 教育同工的情緒管理	陳廷三博士（香港教育研究所）

## Research and Development Centres

### Hong Kong Centre for the Development of Educational Leadership

#### “The Missing Link: School Leadership and Student Outcomes in Hong Kong Secondary Schools”

Project Duration: 2008–2010

*Allan Walker and Paula Kwan*

Although the educational reform environment in Hong Kong remains crowded, two key issues are never far from the centre of debate. These are the quality and place of school leadership and the improvement in student outcomes. This study is based on the premise that if school leadership is to hold real meaning it must be framed predominantly in terms of student outcomes, and it brings together these two issues for the first time in research in Hong Kong.

Drawing on a current landmark project in the United Kingdom, and on previous research into school leadership in Hong Kong, the study investigates the complex relationship between school leadership and a range of student outcomes in Hong Kong secondary schools. Specifically, it will determine the extent to which variation in student outcomes — both formal achievement and affective outcomes — is associated with variation in how leadership is conceptualized and practised. It will also determine both the direct and indirect influence of leadership on in-school factors and student outcomes. A mixed method approach will combine quantitative and qualitative methods to provide both a comprehensive picture of the relationship across Hong Kong secondary schools as well as rich descriptions drawn from selected case study schools.

This research thus combines research-based knowledge of school leadership in Hong Kong with cutting-edge international research into the relationship between leadership and student outcomes, based on strong methodological foundations. The contextualization of this research is especially important because of differences between school leadership in Hong Kong and in other countries. For example, in previous research we have established the hierarchical and collectivist nature of many Hong Kong schools and the dilemmas this poses for school leaders. Given such differences, Hong Kong schools cannot rely on overseas research findings alone, but must understand leadership influences within their specific context. The aim of bringing complementary local and international research agendas together is to maximize the quality of the research in order to increase understanding of how school leaders in Hong Kong influence student outcomes and then to use findings to inform leader development and school improvement.

This research aims to provide a comprehensive picture of leadership effects on student outcomes. In doing so, it will identify and detail effective leadership practices in Hong Kong that help improve student outcomes. This is needed not only for knowledge and theory building, but also for increasing equity, defining the roles of different levels of leadership, and improving leader selection, development and learning in Hong Kong.

In sum, this research draws on recognized local research into school leadership (by the researchers involved and others), international research into school leadership, and improvement and relevant methodological expertise. It follows coherently from previous work but for the first time broadens the scope of understanding by collecting data from a range of leaders simultaneously, drawing on newly established value-added data from all Hong Kong secondary schools and, most importantly, investigating the key linkage between leadership and outcomes.

If you would like to know more about this research project please go to our website at [http://www.fed.cuhk.edu.hk/leaders/Research/HKCDEL\\_Research.html](http://www.fed.cuhk.edu.hk/leaders/Research/HKCDEL_Research.html) or contact us at [LLDO@fed.cuhk.edu.hk](mailto:LLDO@fed.cuhk.edu.hk)

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Professor &amp; Co-ordinating Director

Teacher &amp; Leadership Research

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University of Nottingham

**Prof. Keith Punch**

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International Programmes

Graduate School of Education

University of Western Australia

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**Prof. Chen Shuangye**

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**The School Development and Evaluation Team****The Practice of Metacognitive Teaching in****Hong Kong Classrooms<sup>1</sup>**

The School Development and Evaluation Team (SDET) of The Chinese University of Hong Kong has conducted a study for examining teachers' practice in adopting metacognitive teaching strategies in Hong Kong classrooms from November 2007 to January 2008. The sample was drawn from a group of thirteen schools that had participated in the project "Metacognition in Learning and Teaching: Supporting Students' Learning Needs (2006–2008),"<sup>2</sup> which was sponsored by the Quality Education Fund. In the study, two School Development Officers (SDOs) from the SDET visited each school and conducted class observation for three different lessons. They were asked to observe whether the

**Table 1. Metacognitive Teaching Skills Used by Teachers (N = 78)**

Metacognitive teaching skills	Frequency of usage	Ranking
1. Questions that stimulate high-order thinking*	80.6%	1
2. Using Q-P-N-P techniques*	73.1%	2
3. Using probes, prompts, and cues*	73.1%	2
4. Encouraging students to use think aloud	38.8%	4
5. Encouraging students' SRL	38.8%	4
6. Encouraging students to use self-questioning	20.9%	6
7. Demonstrating error analysis	19.4%	7
8. Using K-W-L method	13.4%	8
9. Encouraging students to use mind/concept-mapping	6.0%	9
10. Using reciprocal teaching	4.5%	10

\* indicates skills or techniques used at least 3 times per class observation.

1. This article is an extract from: Pang, N. S. K., & Leung, Z. L. M. (2008). *The practice of assessment for learning and metacognitive teaching in Hong Kong classrooms* (School Education Reform Series No. 48). Hong Kong: Faculty of Education and Hong Kong Institute of Educational Research, The Chinese University of Hong Kong.

2. For details of the project, please refer to the SDET website: <http://www.fed.cuhk.edu.hk/sdet/>

teachers had used any metacognitive teaching strategies (i.e., "high-order thinking questions," "Q-P-N-P techniques," "probes, prompts, and cues," "think aloud," "self-regulated learning," "self-questioning," "error analysis," "K-W-L method," "mind/concept-mapping," and "reciprocal teaching") in the lessons.

The data in Table 1 shows that the majority of teachers were able to use open-ended questions to stimulate students' high-order thinking and most of them could make use of probes, prompts, and cues to stimulate students' thinking thoroughly before responding to them. However, it was found that many teachers did not allow enough wait-time for students to respond after posing a question.

It is also worth noting that some specific metacognitive teaching strategies (e.g., Items 4–10 in Table 1) were seldom found. One possible reason is that teachers may not have come across the metacognitive strategies throughout their education or teacher training, and therefore they are not equipped with the knowledge of teaching these metacognitive strategies to their students.

The findings in this study have generated various important implications for education. As for developing students' metacognitive competence in classroom, it would be essential to equip teachers with the knowledge of incorporating metacognitive teaching strategies in their lessons. This can be achieved by organizing professional development programmes or training sessions for practising teachers as well as by implementing metacognitive teaching strategies in the teacher training curriculum. In addition, through peer observation among teaching staff with the assistance of SDOs or other professionals, it is hoped that teachers' awareness of developing students' metacognitive competence will be enhanced to some extent.

## Centre for the Advancement of Information Technology in Education

The Centre for the Advancement of Information Technology in Education (CAITE) of The Chinese University of Hong Kong endeavours to foster the development of innovative education systems to promote the integration of information technology in learning and teaching.

### Project-based Learning for Hong Kong–Taiwan School Pairs on a Game-based Collaborative Learning Platform

Between February and July 2008, CAITE launched a project entitled “Project-based Learning for Hong Kong–Taiwan School

Pairs on a Game-based Collaborative Learning Platform,” with the collaboration of the Information Office of the Bureau of Education, Taipei City Government. The project aims to foster students’ acquisition of subject knowledge, thereby developing their high-order thinking competence as well as collaborative and communication skills, with the use of “Learning Villages” (<http://www.learningvillages.com>).

Thanks to the invaluable support of principals and teachers and the active participation of students, the project came to a successful conclusion in July. The end of the project was marked with a closing ceremony which was held in Taipei Municipal Xikou School (臺北市文山區溪口國小) on 27 June 2008. Teachers and students of eight participating schools from Hong Kong joined the closing ceremony. The closing ceremony commenced with insightful speeches delivered by officiating guests from Hong Kong and Taipei. The speeches were then followed by the presentation of



*The Associate Director of CAITE, Prof. Jimmy Ho-man Lee, presented souvenirs to participating schools at the closing ceremony*



*Students gathered at Taipei Municipal Xikou School for the closing ceremony*



awards and certificates to recognize students' achievement as well as schools' effort and support in the project. After the closing ceremony, the participating schools displayed their outstanding project artifacts in the product-sharing session.

In order to investigate the effectiveness of learning with Learning Villages, CAITE researchers conducted both qualitative and quantitative research during the course of project implementation. As revealed by the research findings, teachers perceived that students could acquire subject knowledge through participating in the discussion in Learning Villages. It was also found that students who participated in Learning Villages could develop their Internet searching ability, one of the essential skills for project-based learning. Overall, teachers were satisfied with the project implementation and the outcome. Nonetheless, teachers expressed that there were difficulties in co-facilitating the project with their partner schools because of late or no response via email.

With the experience of implementing the project and the research findings, CAITE will strive to refine Learning Villages and further promote this pioneering education system to the whole Chinese community. Forthcoming activities include:

1. Project-based Learning for Hong Kong–Guangdong School Pairs on a Game-based Collaborative Learning Platform (粵港配對學校網上遊戲專題研習)
2. Project-based Learning for Hong Kong–Taiwan School Pairs on a Game-based Collaborative Learning Platform II (港臺配對學校網上遊戲專題研習II)
3. Project-based Learning for Hong Kong–Gansu–Henan School Pairs on a Game-based Collaborative Learning Platform (甘肅、河南、香港三地互訪交流及網上合作學習)

For updated information, please refer to the Website of CAITE:  
<http://caite.fed.cuhk.edu.hk/>

## 普通話教育研究及發展中心

### 劉珣教授暢談對外漢語教學

隨着中國經濟全面發展，「漢語熱」正在世界範圍內持續升溫；「北京 2008 年奧運會」給學習漢語熱潮加溫。據統計，全球 100 個國家超過 2,500 餘所大學在教授漢語，世界上學習漢語的外國人已超過 3,000 萬。

普通話教育研究及發展中心為適應當前的漢語熱潮，舉辦對外漢語教學座談會，邀請了北京語言大學人文學院劉珣教授主講。今年 4 月下旬，劉珣教授先後給「普通話教育文學碩士課程」研究生作了兩次學術報告，講題為「漢語作為第二語言教學法的發展趨勢」和「對外漢語教材的發展與創新」。

劉珣教授從事對外漢語教授多年，是國家第一批漢語骨幹教師之一，編寫並出版《新實用漢語課本》、《實用漢語課本》、《兒童漢語》、《漢語初階》等六套對外漢語教材；發表了《對外漢語教育學引論》、《對外漢語教學概論》、《第二語言教學簡論》等專著。因此，在學術報告中，劉珣教授綜論了中國對外漢語教學法的演變、海外漢語教學法的爭論、對外漢語教學目標、教學內容、教學新理念、課堂教學原則，並論析了新形勢下對漢語教材的要求、「結構—功能—文化相結合」在漢語教材中的體現等重要課題。與會的研究生對這些課題很感興趣，討論氣氛熱烈。他們認為，對外漢語教學中的教學方法與研究成果對普通話教學很有啟發，又能開拓視野，促進普通話教學的成效。



劉珣教授攝於座談會上

## Hong Kong Centre for International Student Assessment

### PISA 2009

The Field Trial of Hong Kong PISA 2009 was completed in May 2008. We would like to express our gratitude to the 23 schools which participated in the Field Trial. The data collected will be analyzed with the aim of improving the survey instruments for the Main Study. The Hong Kong Centre for International Student Assessment (HKPISA Centre) prepared a report for each participating school to inform them the performance and related conditions of their students as reflected in the data. The reports were delivered in late October.

Hong Kong had good experience in collaborating with some fellow Chinese communities (including Shanghai, Taiwan, and Macao) in the translation of the Reading test items. This collaboration has proven to be a success and is beneficial to

all four parties in terms of achieving quality work in an efficient manner.

The Electronic Reading Assessment (ERA) was an innovation to assess students' competence in reading texts in the Internet. This is an increasingly important learning ability in the Information Age. The implementation of ERA has experienced some technical challenges; however, the system has improved much now. Therefore, we anticipate a smooth run of ERA in the coming Main Study. In early November 2008, around 150 sampled schools will be invited to participate in the upcoming Main Study that will take place between April and May 2009.

### Research Project in Macao

The HKPISA Centre has successfully completed a research project titled "Shadow Education and Related Services in Macao: The Phenomenon and its Impact," which was commissioned by the Macao Special Administrative Region Government. Prof. Esther Ho (the Centre Director), Mr. Wai-leung Kwong and Ms. Phyllis Yeung presented the findings and recommendations to the



*(From Left): Kin-mou Wong (Chief, Department of Research and Educational Resources, DSEJ), Esther Ho, and Wai-leung Kwong at the press conference*

Education Committee and the officers of the Education and Youth Affairs Bureau (DSEJ) of Macao. The presentation was well received and widely reported in the media. The Macao authority will deliberate on the implementation of a major recommendation to improve after-school learning period for students.

### Seminar Presentation at the University of British Columbia (UBC)

In August, Prof. Esther Ho and Mr. Wai-leung Kwong of the HKPISA Centre were invited by Prof. Carl Wieman, a 2001 Nobel Laureate in Physics, of the Carl Wieman Science Education Initiative (CWSEI) at the UBC to give a presentation titled “Characteristics of East-Asian Learners: What We Learned from International Studies — PISA”. Prof. Wieman said that he was interested in the topic because there were many Asian students in the UBC. He is currently working on a project for improving science education in higher education.



(From Left): Wai-leung Kwong, Sarah Gilbert (Associate Director, CWSEI), Esther Ho, Carl Wieman (Director, CWSEI) in UBC campus

## Publications

### School Education Reform Series

#### 學校教育改革系列

**No. 46 理解「理解」：為「理解」的教學**  
黃顯華、霍秉坤

香港課程改革以「學會學習」為題，強調這是學生學習的主導原則。「學會學習」涉及「理解」。然而，對於「理解」的概念和如何達致「理解」，仍須進一步探討。本文強調必須重視「以理解為目標的教學」，使學生在現有知識基礎上，積極尋找運用知識的機會，並持續拓展知識。首先，本文歸納各種文獻，尋求「理解」一詞的定義，並試圖從建構主義觀點看「理解」這個概念；接着，分析從理解角度進行學習的重要性，並為實踐理解的教學尋求一般原則和應用於各科的處理方法。

ISBN: 978-962-8908-22-6

44頁 平裝 20元

**No. 47 元認知：學會學習的核心**  
彭新強、李傑江

在21世紀的知識型社會，教育改革的主要目標是培養學生學會學習的能力。本文旨在簡介元認知 (metacognition) 的概念、其重要性和推行策略，以及它與自我管理學習的關係。學生如能適時運用元認知，就能提升認知及思考能力。為提升教與學的效能，教師應認識元認知對教學的重要性，懂得在教學上運用元認知的技巧，並培養學生自我計劃、監控及評估的能力。假如學生能自我管理其學習過程，他們便可成為終身學習者。本文還總結了在專題研習中運用元認知的教學策略。

ISBN: 978-962-8908-23-3

28頁 平裝 20元

**No. 48 The Practice of Assessment for Learning and Metacognitive Teaching in Hong Kong Classrooms**

*Nicholas Sun-keung Pang & Zoe Lai-mei Leung*

This paper first explores the concepts of assessment for learning and metacognition, their importance in learning and teaching, and their relationship with each other. Through class observation, the authors conducted a study to examine the practice of assessment for learning and metacognitive teaching by Hong Kong teachers. Findings show that teachers' awareness and competence in both areas were fairly weak. It is recommended that more professional development programmes for practising teachers and training courses for student teachers about these areas should be provided, if the core aim of "learning to learn" advocated in the recent education reform is to be achieved effectively.

ISBN: 978-962-8908-24-0  
40 pages paperback HK\$20

**No. 49 Collaboration and Mutual Learning Between School Teachers and School Development Officers in an Attachment Experience**

*Karen Pang, Chit-kwong Kong, Josephine Ho, Rinna Wong, & Wendy Wong*

In an attempt to improve the quality of teaching and learning of English as a second language in a secondary school in Hong Kong, two school teachers and three School Development Officers of the Quality School Improvement Project worked collaboratively to design the teaching activities on a specific theme for two Secondary 4 (Grade 10) classes. Basically, a communicative approach emphasizing the integration of four skills (reading, listening,

speaking, and writing) was adopted and a number of alternative teaching strategies were experimented in the classroom. Data collected from classroom observation, post-lesson evaluation, and students' works and feedback provided very positive results and strong support for the appropriateness of the approach and design for the two classes. Implications for teaching English as a second language in Hong Kong are discussed.

ISBN: 978-962-8908-26-4 76 pages paperback HK\$30

**Education Policy Studies Series**

**教育政策研討系列**

**No. 68 Values Education Amid Globalization and Change: The Case of Singapore's Education System**

*Jason Tan*

This paper critiques values education initiatives in Singapore, a city-state whose government is ever-conscious of the need to ensure national economic competitiveness in the global economy. In particular, the paper highlights the National Education policy initiative that was implemented in all mainstream schools in 1997. The paper's central argument is that despite a very top-down, technocratic approach to policymaking and implementation, values education policy initiatives will achieve only limited success. This is because the very ethos of the entire education system, as well as wider socio-political factors, militates against the success of these initiatives.

ISBN: 978-962-8908-25-7 36 pages paperback HK\$20

**Journals 學報**

**Education Journal**, Vol. 35 No. 2 (2007)

**Educational Research Journal**, Vol. 23 No. 1 (2008)

**Journal of Basic Education**, Vol. 17 No. 1 (2008)



This Newsletter is published twice a year in May and November by the Hong Kong Institute of Educational Research, The Chinese University of Hong Kong, Shatin, Hong Kong.

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