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✍ **Research and Development Highlights**

The Chinese Lexicon Project

The goal of this project was to examine how word-level and character-level lexical variables influence skilled readers' recognition of two-character Chinese compound words. Understanding basic lexical processes is a critical prerequisite for an in-depth investigation of higher-order lexical activities (e.g., reading). In the lexical decision task, one of the gold standards for testing lexical processing models, participants decide whether two characters form a Chinese word (e.g., 朋友 friend), or a non-word (e.g., 形忌). Following the megastudy approach proposed by Balota et al. (2007), we developed a database of lexical variables and lexical decision reaction times and accuracy rates for more than 25,000 traditional Chinese two-character compound words. These words vary on various lexical variables, such as character/word frequency (how often a character/word appears in a common lexical corpus) and semantic transparency (the extent to which the meaning of the first and second characters is related to the meaning of the compound word). A paper based on this database was published in *Behavior Research Methods* (Tse et al., 2017), in which three analyses were conducted to illustrate its potential uses.

First, we compared the proportion of variance in lexical decision performance accounted for by six word frequency measures, which are all commonly used in the literature. We established that the best predictor was Cai and Brysbaert's (2010) contextual diversity subtitle frequency, which was based on the number of films and TV shows a character/word occurs in the subtitles. This shows the optimal measure of word frequency that psycholinguistic researchers will take into account when they construct the stimuli for future experiments. Second, we ran virtual replications of three previously published lexical decision experiments and found convergence

between the original experiments and our megastudy. This provides evidence for the validity of our normative dataset. Finally, we conducted item-level regression analyses to examine the basic main effects of theoretically important lexical variables (such as character and word frequency) in our normative dataset.

Using the database developed in Tse et al. (2017), my collaborator, Melvin Yap, and I (Tse & Yap, in press) recently examined the main effects and interactive effects of lexical variables on two-character Chinese compound word processing by performing item-level hierarchical regression analyses. In the past, these goals were difficult to accomplish because in previous studies, researchers often used a limited set of word stimuli (e.g., 20–100 words) to test the effects of a few lexical variables, while controlling for other variables. Given the correlated nature of lexical variables, it is very difficult to vary one variable, while holding all other variables constant. Our normative dataset based on a much larger word pool, relative to those in factorial-design studies, clarified ambiguities in the literature, particularly those that involved higher-order interactions between variables.

In Tse and Yap (in press), the first analysis determined the unique item-level variance explained by orthographic (frequency and stroke count), phonological (consistency, homophonic density), and semantic (transparency) variables. Both character and word variables were considered. We showed that orthographic and semantic variables, respectively, accounted for more collective variance than phonological variables, suggesting that Chinese skilled readers rely more on orthographic and semantic information than phonological information when processing visually presented words. This casts doubt on the view that the lexical access of Chinese characters/words is largely phonologically mediated (e.g., Tan & Perfetti, 1999). The second analysis tested interactive effects of lexical variables and

showed significant semantic transparency × character frequency and word frequency × character frequency interactions. The effect of character frequency was stronger for transparent words than for opaque words and was stronger for low-frequency words than for high-frequency words. However, there was no semantic transparency × word frequency interaction in lexical decision reaction times. This complicated pattern of results could not easily be accommodated by current theories or models of Chinese compound word processing, which have often been specifically proposed for the effect of one lexical variable, but not the others.

Overall, the Chinese Lexicon Project produces the first publicly available large-scale repository of behavioural responses pertaining to Chinese two-character compound word processing, which provides a valuable adjunct to influential mega-databases, such as Malay, Chinese single-character, English, German, French, and Dutch Lexicon Projects. By comparing this database with those in other languages (e.g., English), researchers in psycholinguistics may better understand cross-linguistic differences in lexical processing (e.g., whether morphological decomposition is language-specific vs. language-universal in compound word processing). Moreover, the normative dataset in this database could be used to run virtual experiments to test whether findings derived from factorial-design studies would be replicated using different sets of stimuli. Furthermore, the database could be used to test the effects of novel lexical variables (that researchers have not yet conceptualized). For instance, Yarkoni, Balota, and Yap (2008) validated Levenshtein distance of a word (i.e., a novel measure of orthographic similarity) by using the normative dataset from Balota et al.'s (2007) English Lexicon Project. This demonstrates how the utility of this database will have a long-term impact in Chinese psycholinguistics.

Teacher Interventions in Engaging Students with Dialogic Classroom Discourse for Rich Learning Opportunity in Mathematics Classrooms

Research team: Yujing NI, Alan Chi-keung CHEUNG, Oi-lam NG, Gloria Wing-sze HO, & Lian SHI
The Chinese University of Hong Kong

Gaowei CHEN

The University of Hong Kong

Jinfa CAI

University of Delaware, U.S.

Social interaction with language plays a critical role in shaping the higher mental functions of developing children (Vygotsky, 1978). Classroom discourse is expected to engage children in the process with its three united functions: to communicate propositional information; to establish social relationships; and to express the speaker's identity and attitudes. Consequently, the way in which classroom discourse is conducted by the teacher and students influences the processes of an individual's sense-making as well as of the individual's acculturation into a discipline/community of practice in particular, and eventually into society as a citizen in general (Resnick, Asterhan, & Clarke, 2015).

However, learning to implement dialogic classroom discourse appears to present a serious challenge for teachers. In this regard, more meaningful professional supports are needed to assist teachers in developing the conceptual and practical tools for engaging students with dialogical discourse in everyday classrooms. The present study addresses this need. There are several objectives in the study. Firstly, it has designed an intervention programme which is built on the current understanding of the roles of teachers in classroom discourse that support student learning opportunity as well as of the effective teacher professional learning with the opportunity to engage with authentic classroom teaching. Secondly, the study has implemented the intervention with 16 fourth-grade mathematics teachers from eight local schools over a period of four and a half months. A matched sample method was used to form one no-intervention control group. Thirdly, the study evaluates the efficacy of the intervention by examining its influence on the

teachers' perceived efficacy in engaging students in classroom discourse, teachers' classroom discourse behaviours, students' classroom discourse behaviours, and students' perceived interest in and attitude towards learning mathematics. Part of the works on the first two objectives is referred to in Ni and colleagues (Ni et al., 2017; Ni, Ho, Shi, & Chen, 2017).

The present study addresses the paucity of relevant studies in current research by producing a research-based teacher intervention programme. The study also offers a working model in the local context for the evidence-based evaluation of the effects of a teacher development programme to inform educational policy and practice.

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Hong Kong Centre for the Development of Educational Leadership

**香港教育領導
發展中心**

www.fed.cuhk.edu.hk/leaders

為配合學校領導層專業發展的需求，香港教育領導發展中心獲教育局資助，於2017至2018年度籌辦以下支援課程，加強學校領導人員不同範疇的知識，提升其領導及管理能力，以應付種種教育挑戰：

1. 2017/18學年新任校長有系統的支援課程——第一部分（中學及特殊學校）
2. 2017/18學年新任校長有系統的支援課程——第一部分（小學）
3. 「與學校管理相關的法律問題」課程（2017/18）
4. 中學高級行政人員教育行政及管理課程（2017/18）
5. 擬任校長專業發展需要分析（小學）（2017/18）
6. 擬任校長專業發展需要分析（中學）（2017/18）
7. 擬任校長課程（小學）（2017/18）
8. 擬任校長課程（中學）（2017/18）
9. 校董基礎培訓課程2017/18

新任校長有系統的支援課程

課程將透過單元培訓課堂、參觀學校、導師支援及研討會，協助新任校長從其他專業人士及富經驗的資深校長身上學習，並加強校長間同行者的關係，使新任校長能互相砥礪支持，藉此建構專業學習社群。課程迎新日已於2017年10月16日在寶血會上智英文書院舉行，當天約80位新任校長出席，並與二十多位資深校長分組會面和交流。

新任校長與資深校長分組交流分享

「與學校管理相關的法律問題」課程

課程以校長職務所涉及的法律問題和責任為基礎，涵蓋與學校管理相關的基本概念及條例，如《教育條例》及《教育規例》、《僱傭條例》、《殘疾歧視條例》、《性別歧視條例》、《個人資料（私隱）條例》及《危險藥物條例》等。課堂由法律專家及資深校長主持，以講課、小組討論和個案研究等形式，引導校長思考有關法律問題。

中學高級行政人員教育行政及管理課程

課程旨在加強學校中層人員的知識和技能，提升其擔任首席學位教師或高級教育主任的領導角色和效能，以促進學校同工的協作。課程共分五個單元，分別是課程發展、學校行政及教師發展、學生發展、學員共選的課題及演示交流，合共十五課節。

擬任校長專業發展需要分析課程

自2004/05學年起，教育局實施校長資格認證。擬任校長必須獲得校長資格認證並符合有關聘任條件，才獲考慮聘任為公營或直接資助計劃學校校長。課程主要是使擬任校長初步了解自己的長處和發展需要，從而評估自己是否適合擔任校長。此外，擬任校長亦可藉此為自己設計個人專業發展計劃，發展自己的領導潛能。

擬任校長課程

在「擬任校長專業發展需要分析課程」的基礎上，擬任校長將需要接受「擬任校長課程」培訓，進一步發展領導才能，使他們能為擔任校長一職作好準備。課程共分六個主要領導才能範疇，包括：策略方向及政策環境；學與教及課程；教師專業成長及發展；員工及資源管理；質素保證及問責；對外溝通及聯繫。

校董基礎培訓課程

本課程分別為熟悉及不熟悉教育及學校運作的人士舉辦，使學員更透徹了解在校本管理精神下校董的角色及責任，並掌握如何在校本管理管治架構下有效履行校董職務的基本知識和技巧。

*Centre for
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普通話學與教專業發展計劃

2017年6月，教育局「普通話學與教專業發展計劃」招標。林建平主任以項目主管（Project Leader）的身分，連同中心兼任導師團隊，提出計劃書。計劃書獲局方接納，為在職中小學普通話科教師提供專業培訓課程，以及編寫《實用手冊》。計劃期限由2017年9月至2019年2月。

第二屆「華語文教學的理論與實踐」國際學術研討會

2017年10月14日，林建平主任應馬來西亞新紀元大學學院的邀請，參加2017年第二屆「華語文教學的理論與實踐」國際學術研討會，並發表主題演講，講題為〈華語詞匯教學與文化傳承〉。林建平主任提出詞匯學習「五層級」的觀點，具體內容指：掌握普通話常用詞，掌握粵語普通話差異詞，掌握普通話特有詞，掌握普通話口語詞，和掌握普通話新詞新語。中華文化常常折射在詞匯裏。李白《靜夜思》詩中的「床」，不是睡床，乃是「馬扎」（現今酒店折疊式行李架的原型就是古代家具「馬扎」）。詩中呈現出這個場景：時年26歲的李白，在一個明月星稀的秋夜，坐在庭院裏的「馬扎」（胡床）上，看到明亮的月色，疑是秋霜一片。這時候，詩人「舉頭」望見明月，「低頭」思念故鄉。

新紀元大學學院莫順宗校長致開幕辭透露，2017年，新紀元學院升格為新紀元大學學院，辦起本科學位課程。今後，逐步開辦碩士、博士研究生課程，推動科研發展。在此基礎上，積極朝下一個目標進發：辦成東南亞華文社會需求的華人語言的一所大學。本屆國際學術研討會，邀請到中國、台灣、香港的專家學者發表專題演講，新紀元大學學院師生與兩岸三地、新馬一家的學者們，暢談「語文教學的理論與實踐」，在「一帶一路」的前提下，推動華文教育與華族文化傳播，推動「民心相通」。任重道遠，共同努力。文平強副校長致歡迎辭表示，新紀元大學學院已經辦起「應用華語教育學士課程」，這門課程是培養國際華語教育工作者的專業課程，亦是馬來西亞乃至東南亞地區惟一開設的華語教育類學士課程，為馬來西亞和東南亞培養和輸送各類華語教育人才。

研討會由新紀元大學學院教育系主辦，與會學者和第一線教師參加了專題演講、論文發表、座談會等環節，深入探討了以華文教學為一語和二語的教研現況與教學對策，研討氣氛十分熱烈。

莫順宗校長（左五）、文平強副校長（左四）、林建平主任（左六）與眾嘉賓在開幕禮後合影

World's First International Study of Collaborative Problem Solving: Result Release

The international release of results of Collaborative Problem Solving in PISA 2015 is scheduled in this November by OECD. This is the first time when collaborative problem solving skills were assessed and compared across different countries and regions. We are expecting that results of this state-of-the-art research will bring insights on how well students are equipped with this important 21st-century skill. For updated news on the result release, please visit our Centre's website.

INSLA: Invitation to Join the Health Behaviour in School-aged Children (HBSC) Study

Co-ordinated by the World Health Organization's regional office for Europe, the Health Behaviour in School-aged Children (HBSC) is a large-scale cross-national study aiming to investigate the well-being and health behaviours of 11-, 13- and 15-year-olds, and to understand how the social context influences young people's health as they move from childhood to young adulthood. Since July this year, our Centre has collaborated with the Centre for Youth Studies of The Chinese University of Hong Kong in this study. It is expected that this study will provide important reference for examining the well-being of Hong Kong students, an issue which has raised much concern in recent years. We are now inviting 10 secondary and 10 primary schools to participate in the Field Trial of the HBSC Study, which will take place from March to May 2018. Interested schools may apply at our Centre's website on or before 25 November 2017.

EPSIP: Launching of a Spiritual Education Programme

From July this year, our Centre has collaborated with the Spiritual Education Project Team in a 3-year school-based spiritual education programme with the funding support of The D. H. Chen Foundation. The programme delivers a holistic spiritual education to teachers and students of 6 secondary schools, and generates research as a means to optimize and guide the effective integration of spiritual education into the school curriculum in Hong Kong.

New Publication

Prof. Esther Sui-chu Ho, the Centre Director, has published a new edited book *What We Learned from PISA: The Outstanding Performance of Students in Hong Kong and East Asia*. With gratitude for the collaboration of our research team members, this book provides a comprehensive view on the performance of students in Hong Kong and East Asian societies based on empirical data from PISA 2000+ to 2012. Please visit our Centre's website for order information.
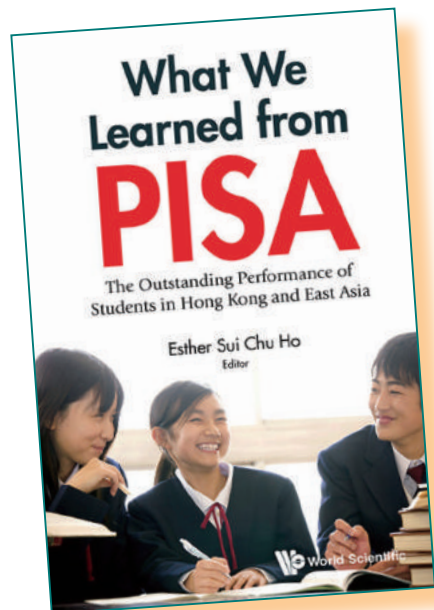
STEM Education Public Seminar for School Teachers

CLST, co-organizing with the Department of Curriculum and Instruction, CUHK and the Education Bureau of Hong Kong, held a public seminar "Infusion of STEM Education into Science, Technology and Mathematics Education Key Learning Areas" on 10 July 2017. The seminar objectives were twofold: (a) to enhance teachers' understanding of various strategies for infusing elements of STEM education into Science, Technology and Mathematics Education Key Learning Areas, and (b) to share university-school collaborative experiences in designing and implementing STEM-related learning and teaching activities at school. A total of 465 primary and secondary teachers attended the seminar.

"Infusion of STEM Education into Science, Technology and Mathematics Education Key Learning Areas" Seminar

New Publications

- Dong, A. M., Jong, M. S. Y., & Luk, E. T. H. (2017). 翻轉課堂中的同伴互動：實現互動投入的分析框架 [Peer interaction in the flipped classroom: A way of reaching interactive engagement]. In M. Chang et al. (Eds.), *The 21st Global Chinese Conference on Computers in Education: Conference proceedings* (pp. 87–88). Beijing, China: Beijing Normal University.

- Jiang, Y., Zhang, L., Shang, J. J., & Jong, M. S. Y. (2016). Game-based inquiry learning: Design and application. In H. Niemi & J. Jia (Eds.), *New ways to teach and learn in China and Finland: Crossing boundaries with technology* (pp. 195–211). New York, NY: Peter Lang.

- Jiang, Y. C., Jong, M. S. Y., & Geng, J. (2017). 國內 "互聯網+外語教學" 研究現狀：回顧與思考 [Studies on "Internet plus FLT" in Chinese context: Review and retrospection]. In M. Chang et al. (Eds.), *The 21st Global Chinese Conference on Computers in Education: Conference proceedings* (pp. 427–430). Beijing, China: Beijing Normal University.

- Jong, M. S. Y., Dong, A. M., & Luk, E. (2017). Design-based research on teacher facilitation practices for serious gaming in formal schooling. *Research and Practice in Technology Enhanced Learning, 12,* Article 19. doi: 10.1186/s41039-017-0056-6

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Quality School Improvement Project

優質學校改進計劃

www.fed.cuhk.edu.hk/~qsip

「優質學校改進計劃」自成立以來，以優化教學效能及豐富學習經歷為重心，開展一系列專業支援及學校改進項目。其中「優質學校在香港」（QSHK）及「學校起動計劃」（Project *WeCan*）特別着重為社經條件較薄弱的學生促進多元發展。

課室以外的學習經歷

「優質學校在香港」關顧全人發展，與學校教師攜手在教與學、體藝培育、服務學習進行三線發展。在體藝培育方面，計劃與康樂及文化事務署合作，把握香港文化博物館舉辦「羅浮宮的創想 —— 從皇宮到博物館的八百年」展覽的機會，為來自7所成員學校接近400位中、小學師生安排一次非一般的參觀經歷。每所學校有不同的特定參觀目標，例如從藝術角度欣賞畫作與雕塑，或從藝術品中學習動態素描技巧，甚至是借鏡展覽布局設計自己的校史資料館。計劃支援人員特別配合每所學校的不同參觀焦點，設計導入活動，引導學生帶着問題參觀展覽，並協助學生在參觀之後整理學習成果，結合學科進行延伸學習。由此帶出的教學活動設計理念，亦啟發教師就全方位的前、中、後三個階段反思，有助將來規劃及設計更完整和豐富的學習經歷。

快樂有效學語文

「學校起動計劃」特別為學習條件稍遜的中學生提供各種學習及成長機會。在語文學習方面，計劃於剛過去的暑假，第四度舉辦英語學習課程 —— English *WeCan*。本屆有33所中學共304位中一至中四學生參與。計劃負責課程設計及導師培訓，為58位導師（大部分為中文大學本科生或教育文憑學員）提供教學資源及持續的教學支援。學生在五星期課程中透過多元化學習活動（包括小組教學、戶外考察、學習展示、語文遊戲、同儕學習等），豐富英語詞彙，用英語表達及學習時亦更見信心。

計劃亦舉行了中文寫作班「紙飛機」，設初階及進階課程（分別有14所中學的176位學生及9所中學的39位學生參加）。課程由經驗作家任教，透過專題指導、多元化的學習活動及戶外寫作實踐，激發學生創作能力；又配合閱讀，開拓學生視野，豐富寫作內涵，一嘗作家創作的滋味。

文化品德與自主學習

踏入新學年，「優質學校改進計劃」已開展三個新項目，其中「傳承『動』起來：香港小學中華文化課程設計與推廣」及「讀故事，學品德：故事手法結合品德教育」均獲田家炳基金會資助。前者從「香港非物質文化遺產」切入，使學生認識中華文化、建立身分認同感；後者藉改編、剪裁、編排兒童故事，在教學中帶出品德價值或中華文化特質。

評估素養最近成為新一輪教育熱話，於是在教育發展基金支持下，開展了為期19個月的支援項目 —— Tracking Students' Learning through Comprehensive Enhancement of Assessment Literacy（QSIP–CEAL）。項目協助4所中學及14所小學的英文科組，從課室、課程及科組三個層面檢視和調適測考、課業、學生自評等評估方式，回饋課程與教學發展，目的是使評估不單用作檢視學生學習成果，更期望可以令學生透過評估，反思並修正個人學習，從而強化學習動機，最終促進學生自主學習。

01 English *WeCan* 學員
02 「傳承『動』起來：香港小學中華文化課程設計與推廣」啟動禮

學生輔導專業文憑課程、學校訓導及課室管理專業文憑課程、家長教育專業文憑課程

老師的工作不單是教學，除了關心學生的智能發展外，還要照顧學生的心理和情緒健康，使能面對挑戰；並因應課室裏社會背景不同、個人特質各異的學生，管理課堂紀律。前線同工都需要相關方面的培訓。為應同工專業需要，1999–2000 學年，香港中文大學教育學院、香港教育研究所開辦「學生輔導證書課程」和「學校訓導及課室管理證書課程」，兩個課程於 2004 年升格為專業文憑課程。

據前線同工反映，學生問題都與家庭有關，而家庭中影響力最大的是父母，要照顧學生，無可避免牽涉到父母。為裝備老師、幫助家長，香港中文大學教育學院、香港教育研究所於 2000–2001 學年開辦「家長教育證書課程」，2006 年課程經過調整，升格為專業文憑課程。

課程協同總監陳廷三博士指出，三個課程的學員都有一些共同需要了解的內容，例如學生／青少年的發展需要、個人的自尊心等，所以課程的選修單元是一系列相同課程供學員選讀。然而，每個課程都有本身的關注所在，即其核心必修部分。學生輔導專業文憑課程有三個必修單元：

1. 輔導理論概覽
2. 具治療功效的輔導過程與技巧導論
3. 自我完善工作坊

學校訓導及課室管理專業文憑課程有三個必修單元：

1. 課室管理的理論和應用
2. 自我完善工作坊
3. 有效的行為管理

家長教育專業文憑課程有兩個必修單元：

1. 生命中為人父母的歷程
2. 人本子女管教

從上述必修單元可見，學生輔導專業文憑課程和學校訓導及課室管理專業文憑課程都有「自我完善工作坊」這必修單元。據陳廷三博士所說，對輔導和訓導老師來說，假如自己成長時的問題未處理好，要他們協助學生處理類似問題，幾乎不太可能，所以課程首先是協助老師整理自己，處理過往逃避或沒有正視的問題。藉着工作坊，學員了解到怎樣才是正視自己的問題，對他人／學生的敏感度便會更高。

至於家長教育專業文憑課程，礙於兩科必修課程已需 84 課時，並未把「自我完善工作坊」納入必修單元。然而，家長處理子女的問題時，實際是處理自己的問題或自己跟父母的問題，其過去的經歷必會影響他們今天如何看待子女，因此「整理自己」仍是重點所在，所以課程鼓勵學員亦選修「自我完善工作坊」。

坊間對於這些課程，都渴望得到技巧和知識。陳廷三博士認為，對訓導或輔導老師而言，技巧不是最重要，最重要是他們對生命的態度，要重視生命，成為學生願意接觸的人，明白和珍惜學生，與學生同在，捱過人生的問題。對家長而言，重要的亦非管教技巧或方程式，而應是提供子女成長所需的栽培，使子女能盡情發揮自己。教子從來沒有方程式，所以提升家長的動力比能力更為重要。家長要明白子女是自己生命的延續，所以照顧子女是本分和福分。家長教育的重點不是子女，而是家長本身。

有關三個課程的課程目標、課程對象和課程內容等資料，可參考研究所網頁。2017 年 9 月，三個課程已取得大學續辦的初步建議，有待大學教務會通過。

中小學學生活動管理專業文憑課程

香港中文大學教育學院及香港教育研究所，聯同香港課外活動主任協會，在培訓現職中、小學教師學生活動管理技巧方面，一直擔當業界領導角色，過去十數年成功培育了千多名學生活動領導人才。

課程總監曾永康博士指出，隨着香港中、小學的課程改革，學生活動的教育功能更受重視，亦對統籌及帶領各類學習活動的老師帶來新的挑戰。因課堂教學結合了全方位學習活動，學生活動提供了其他學習經歷，現今每名中、小學老師都肩負着透過學生活動促進學生全人發展的教育使命。上述機構於 2011 年 1 月整合並優化原有中學及小學兩個專業文憑課程，推出中小學學生活動管理專業文憑課程，旨在：

1. 探討學生活動的基本學習理論和專業知識；
2. 協助學員建立籌辦學生活動所需的實踐技能、管理技巧和課程發展策略；
3. 讓學員參與體驗學習活動；
4. 透過個案研究，讓學員反思其實踐；
5. 培育全方位學習的文化和終身學習的態度。

課程由具備豐富學生活動經驗的學者、校長及前線活動主任老師任教，內容理論與實踐兼備，並設有體驗學習單元。本課程有四個必修單元，包括：

1. 學生活動的基礎知識與理論
2. 學生活動的管理
3. 學生活動的實踐（體驗學習單元）
4. 學生活動專題探究

而選修單元則包括：

1. 小學學生活動的組織與運作
2. 中學學生活動的組織與運作

學員必須從兩個選修單元中選修其中一個，以配合任教中學或小學實際教學情境的需要。課程內容會按教育局「學校課程持續更新」，定期增潤與修訂，以配合中、小學及學員的實際需要。本課程於2017年獲大學審批延續開辦。

幼稚園校長證書課程

2007年，教育局發出「學前教育新措施」通告（第1/2007號），着意提升幼稚園校長和教師的專業水平，並預期2011–2012學年完結前，所有在職幼稚園校長和擬任校長將會修畢校長證書課程。當時，教育局邀請院校開辦相關課程。香港中文大學教育學院、香港教育研究所、大學與學校夥伴協作中心開辦的幼稚園校長證書課程於2008年3月正式開課，初為

教育局委託開辦課程，2012年經大學教務會通過，納入大學課程內，至今已開辦了十八期。

課程旨在訓練擬任校長的領導才能，使能勝任校長職務；亦會強化現任校長的課程知識、管理技能和態度，使成為更出色的領導人才。課程的規劃參照教育局幼稚園表現指標，分為四個必修範疇：（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。另有四科選修課程，各自針對四個必修範疇，增益學員於該範疇的認識，學員可選修其二。

課程協同主任李美英博士表示，課程以「自強、學習、夥伴協作、兼容、反思」五項元素為核心價值，從而促進學員專業成長。課程以實用為取向，重視學員間的互動交流，因此課堂除有小組學習、個案討論和經驗分享外，還有「小組報告及分享」環節，學員需要運用所學，跟自己身處學校的情境對比並反思，探討解決問題或優化學校發展的方法，再與其他學員分享，達到同儕互學的效果。課程又會針對不同議題，邀請不同領域的專業人士或機構分享經驗，擴闊學員視野，例如法律專業人士、香港家庭計劃指導會等；學員更可認識社區資源，並了解如何與相關人士或機構協作，籌劃自己學校的工作。

2017年，教育局公布了最新的《幼稚園教育課程指引》，更加着重「從遊戲中學習」和幼兒德育發展，幼稚園校長證書課程會因應幼兒教育發展的趨勢，檢討、調整和修訂課程內容。李美英博士指出，教育局亦會因應社會發展需要，適時檢視和修訂擬任校長培訓的要求。為使學員的專業認證得到教育局認可並符合資歷要求，幼稚園校長證書課程將會配合教育局未來修定的框架，重新規劃課程架構和內容。本課程現為政府資歷架構第4級別課程。

> **各課程網址**
> 學生輔導專業文憑課程：www.hkier.cuhk.edu.hk/dgc
> 學校訓導及課室管理專業文憑課程：www.hkier.cuhk.edu.hk/dsd
> 家長教育專業文憑課程：www.hkier.cuhk.edu.hk/dpt
> 中小學學生活動專業文憑課程：www.hkier.cuhk.edu.hk/dsa
> 幼稚園校長證書課程：www.hkier.cuhk.edu.hk/ckp

Sep 2017
九月

30
個人成長及家長教育講座系列

疏理關係、彼此聆聽

姚簡少薇女士/香港教育研究所

Nov 2017
十一月

24
小學聯校教師專業發展日

優質學校改進計劃

Dec 2017
十二月

1–2
「教育本土化與國際化的時代探索」學術研討會暨香港中文大學教育學院內地同學會第十八屆年會

香港中文大學教育學院、香港教育研究所、香港中文大學教育學院內地同學會

(... continued from page 2)

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