

# HKIER Newsletter

November 2016 Issue No. 41



香港中文大學



香港教育研究

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

## Research and Development Highlights

### 「優質學校在香港」計劃

「優質學校在香港」計劃（Quality Schools in Hong Kong）於2016-2017學年正式起動。本項目由優質學校改進計劃發起，並由陳廷驊基金會及周大福慈善基金會贊助，期望透過大學、基金會、學校、非政府機構四方協作，以學校整全模式，根據校情推動學校全面改進，致力達成五育並重、全人發展的教育目標。

#### 計劃目標及對象

本計劃建基於全人發展的概念，以「成就優質學校，培養上進人才」為口號，致力為學習能力及態度良好但發展條件稍遜的學生創造更豐富的學習條件，包括培養學生對學習的主動性和能力，在群育與德育方面展現人際關懷及自我角色的承擔，同時希望學生具備體藝方面的素養。

計劃首階段參與學校包括本地12所中、小學，另有3所資源學校和8所網絡學校，共超過8,000名學生。各成員學校或許在課堂學習、社會參與及體藝發展三方面均處不同發展階段，但都對五育均衡發展的教育有共同願景。計劃期望各成員學校可以此為契機，分享經驗，為學校發展尋找新的方向。

#### 支援重點——自主學習，服務學習，體藝發展

計劃將與成員學校教師攜手，並引入社會各界資源和經驗，就「提升教學質素，促進自主學習」、「發展全人教育，關懷社會」及「提升教師專業能量，完善學校系統」三方面，持續推動學校在課堂發展、社會參與、體藝發展等範疇改進。

計劃將以「自主學習」為學與教方面的支援重點，並透過整全及多角度的互動協作，與學校共同推動符合學生特性和需要的自主學習。第一，按照學生的特質及發展階段，逐步建立自主學習的能力；第二，在課堂學習、課程及評估設計中促進自主學習；第三，建構學習資源與環境，令不同能力的學生透過服務學習及體藝發展，在課堂內外自學。

### In this Issue

- 1 Research and Development Highlights
- 3 Research Programmes
- 4 Research and Development Centres
- 10 Development Projects
- 11 Conferences, Seminars and Public Lectures
- 11 Academic Publications

Editor: Prof. Icy K. B. Lee  
Executive Editor: Mr. W. K. Fung  
Editorial Assistant: Ms. Cherry B. B. Mui

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, Sha Tin, Hong Kong.

© The Chinese University of Hong Kong

E-mail: [hkier@cuhk.edu.hk](mailto:hkier@cuhk.edu.hk)  
Website: [www.fed.cuhk.edu.hk/hkier](http://www.fed.cuhk.edu.hk/hkier)  
Tel: (852) 3943 6754  
Fax: (852) 2603 6850

除學術以外，計劃相信樂於服務是每位學生必不可少的素養。計劃期望優化學校有關體驗式學習及服務學習的活動，結合學生校內課程所學，探討不同社會議題，培養學生服務社會、關心弱勢社群的精神，對社區有承擔，願意身體力行回饋學校及社區。除了培養服務精神，計劃亦希望培育學生團隊精神和領導能力。

教育提倡五育並重，計劃明白社會上有部分學生因社經條件不足而窒礙了體藝發展。計劃期望透過普及藝術及體育的學習經歷，加強學生的審美能力、文化素養、體適能和對體藝的終身興趣。如同對社會參與的支援，計劃亦期望透過適當的校本甄選機制，發掘在體藝方面具天賦的學生予以栽培。

### 全方位的學校改進支援——教師，學生，領導，家長

在優化學校整體發展方面，計劃循校本支援工作及建立跨校交流平台入手，協助學校優化整體發展，以提升教學質素，並改良培育學生的方法。其中，改善教學質素是首要目標。計劃期望引導學校教師檢視有效教學的關鍵元素，認識學生建構知識的過程，並反思教師在設計和實施課程及教學的角色。計劃會透過培訓工作坊、共同備課、行動研究等專業支援，協助教師優化課堂教學，培養學生自主學習的態度及能力。同時，計劃亦重視學生培育工作，從提供領袖培訓、強化生涯規劃、培養學習技巧、優化服務學習等各方面，結合校內學科或跨學科課程，長遠建立促進學生全人發展的校園環境，培養學生積極正面的價值觀，裝備學生面對未來挑戰。



(左起) 王香生教授、鄒秉基先生、陳美華女士、救世軍林拔中紀念學校勞耀基校長、順利天主教中學詹燕珠校長、湯才偉博士

為協助學校持續改進，提升學校領導專業能量相當重要。優質學校改進計劃已有多年學校領導培訓的經驗，期望以校本支援及聯校交流（包括週年聯校教師發展日及學校協作網絡）協助學校培育校內教學領導、課程領導、行政領導等人員，豐富其知識、經驗和視野，以帶領學校整體發展，使成為專業學習型組織。另一方面，計劃明白家長支援對學生成長不可或缺，亦會着力於家長教育，包括舉辦家長講座及家校合作活動，鼓勵家長從不同角度理解學生成長，協助子女追求卓越、擴闊視野。

### 連結社區多方參與，擴展學生識見眼界

為提升學生的學習體驗，計劃特別號召社會上體育、藝術、志願服務的團體與學校合作。這方面的工作特別着重拓闊學生視野（包括舉辦師友計劃、考察交流、深造計劃、進深服務體驗學習等），並培養學生社會人文關懷等素養；又以獎學金及費用資助等形式，結合有效的校本甄選機制，資助在體藝及社會服務上具發展心志及潛能的學生進一步發展。計劃為成員學校統籌各項活動，以確保質素，並為成員學校探索合作及延伸的可能。

### 「優質學校在香港」計劃啟動禮順利舉行

計劃於2016年8月17日上午假香港中文大學舉行起動禮。當日起動禮嘉賓包括香港中文大學香港教育研究所聯席所長王香生教授、優質學校改進計劃總監湯才偉博士、陳廷驊基金會執行董事鄒秉基先生、周大福慈善基金項目經理陳美華女士，嘉賓與所有成員學校、資源學校及網絡學校代表共同見證計劃正式展開。

### 總監的話

隨着時代變遷，公眾對新生代的成長抱有更大期望，除學業成就外，學生的全人發展、終身學習的態度和對社會的關注，越發受到重視。部分學生或許因其家庭社經地位而享有更多教育優勢；相反，亦有部分學生因其社經條件，在追求全人發展的道路上障礙重重。「優質學校在香港」計劃本着平等教育機會的原則，期望透過大學、基金會、學校、非政府機構之間的合作，嘗試為本地學生提供更優質的教育。我們對這項跨界的嘗試充滿期待！

## Close in My Perspective and Far in Others': The Effect of Perspective Change on the Psychological Distance and Emotional Intensity of Autobiographical Memory

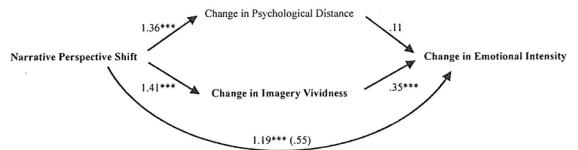
Chi-shing Tse

In a typical writing lesson, students are sometimes asked to recall events that they have personally experienced (e.g., a trip to Hong Kong Zoological and Botanical Gardens) from their autobiographical memories. These memories can be recalled from a field visual perspective or an observer visual perspective. When recalling memories from the field perspective, people relive the memories that have originally been seen and experienced through their own eyes. In contrast, when recalling memories from the observer perspective, people see themselves in the memory, as if they were observers of their own memories. Similarly, by varying narrative perspectives elicited by different personal pronouns, previous research (e.g., Jin, 2010) demonstrated that writers likely disclosed personal feelings in the contents expressed in the 1st-person pronoun (I). When they used the 2nd-person pronoun (you), the contents looked like the inner dialogues between the writers and their supportive partners. When the 3rd-person pronoun (he/she) was used, the contents were characterized by objective and rational tones. The switching between the 1st-person and 3rd-person narrative perspective may affect the emotion expressed in the recalled memories.

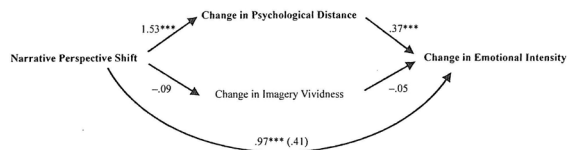
In an experimental study (Gu & Tse, 2016), my graduate student, Cherie Gu, and I manipulated the narrative perspective to alter the visual perspective that undergraduate students used to recall autobiographical memories and examined how a shift in narrative perspective would influence their self-rated emotional intensities of positive and negative autobiographical memories. For narrative perspective to have an effect on emotion

regulation, we found that students had to shift visual perspective from field to observer. In contrast, shifting narrative perspective from 3rd-person to 1st-person or only asking students to recall events from the 3rd-person asking students to recall events from the 3rd-person narrative perspective without any narrative perspective shift did not yield any change in emotional intensity. Multiple mediator models (see Figure below) further showed that changes in psychological distance and imagery vividness of autobiographical memory mediated the relationship between the narrative perspective shift from the 1st-person to 3rd-person and the reduction in the intensities of negative and positive emotion, respectively. This provides support for the role of psychological distancing in reducing the emotional intensity of autobiographical memory. Whether instructing students to shift their narrative perspective in their writing assignments would influence the contents and quality of their works awaits further investigation.

Panel A: Autobiographical Memory with Positive Emotion



Panel B: Autobiographical Memory with Negative Emotion



## References

- Gu, X., & Tse, C. S. (2016). Narrative perspective shift at retrieval: The psychological-distance-mediated-effect on emotional intensity of positive and negative autobiographical memory. *Consciousness and Cognition*, 45, 159–173. doi: 10.1016/j.concog.2016.09.001
- Jin, S. R. (2010). 心理位移之結構特性及其辯證現象之分析：自我多重面向的敘寫與敘說 [Structure characteristics of psychological displacement and its dialectical phenomenon: Narratives of the multidimensional self]. *Chinese Journal of Guidance and Counseling*, 28, 187–228.



## New Centre Name

Prof. Morris Siu-yung Jong (Director) and Prof. Chi-shing Tse (Associate Director) have expanded the research and teacher professional development (TPD) mission of the Centre for the Advancement of Information Technology in Education (CAITE) to include evidence-based learning principles and how cognitive psychology can be applied to classroom teaching, in addition to the use of learning technologies in pedagogical practices. The original name of the Centre can no longer fully reflect its goals and themes

because both “learning sciences” and “learning technologies” are emphasized in its long-term development plan. Since July 2016, the Centre has been renamed “Centre for Learning Sciences and Technologies (學習科學與科技中心)” (abbreviated as “CLST”). The new URL of the Centre is <http://clst.fed.cuhk.edu.hk>

## Recent Events

- A seminar on “Harnessing Virtual Reality (VR) Technology in Learning and Teaching” was held on 25 August 2016 at Lecture Theater 7, Yasumoto International Academic Park, CUHK.
- Prize Presentation Ceremony on EduVenture® LOCALE Design Competition was held on 9 July 2016 at Lecture Theater 9, Yasumoto International Academic Park, CUHK.
- A seminar on “Implementing STEM Education in Science Classes” was held on 7 July 2016 at Lecture Theater 1, Cheng Yu Tung Building, CUHK.

## New Publications

- Cheung, K., & Jong, M. S. Y. (2016). 在香港 K-12 教室推行翻轉課堂：教師在教學範式轉向下的關注 [Implementing flipped classroom in K-12 classroom in Hong Kong: Teachers’ concerns under the shift of educational paradigm]. In Y. T. Wu, M. Chang, B. Li, et al. (Eds.), *The 20th Global Chinese Conference on Computers in Education: Conference proceedings* (pp. 479–486). Hong Kong, China: Centre for Learning, Teaching and Technology, The Hong Kong Institute of Education.
- Cheung, K., Wong, C. C., & Jong, M. S. Y. (2016). 遊戲中的角色代入：通識教育科課堂遊戲化探究學習的實踐 [Game-based learning in Liberal Studies: Learning and inquiring through role-playing]. In *Proceedings of the 7th Global Chinese Conference on Inquiry Learning* (pp. 8–20). Shenzhen, China: Chinese Society for Inquiry Learning.
- Dong, A. M., & Jong, M. S. Y. (2016, April). 香港中學教師對翻轉課堂的關注的研究 [Teachers’ concerns about the flipped classroom in Hong Kong middle schools]. Paper presented at the annual conference of the Chinese American Educational Research and Development Association, Washington, DC, U.S.
- Dong, A. M., & Jong, M. S. Y. (2016). 翻轉課堂中教學活動設計的研究綜述 [A literature review of the design of teaching and learning activities in flipped classroom]. In M. S. Y. Jong, Y. T. Wu, T. W. Chan, & S. C. Kong (Eds.), *The 20th*



Seminar: Implementing STEM Education in Science Classes



- Global Chinese Conference on Computers in Education: Doctoral student forum proceedings* (pp. 16–20). Hong Kong, China: Centre for Learning, Teaching and Technology, The Hong Kong Institute of Education.
- Gu, X., & Tse, C. S. (2016). Narrative perspective shift at retrieval: The psychological-distance-mediated-effect on emotional intensity of positive and negative autobiographical memory. *Consciousness and Cognition*, 45, 159–173. doi: 10.1016/j.concog.2016.09.001
  - Jong, M. S. Y. (2016). Teachers' concerns about adopting constructivist online game-based learning in formal curriculum teaching: The VISOLE experience. *British Journal of Educational Technology*, 47(4), 601–617. doi: 10.1111/bjet.12247
  - Jong, M. S. Y., Chan, T., & Luk, E. T. H. (2016, April). *Teachers' view on harnessing "Learning Villages" in collaborative social inquiry learning*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, U.S.
  - Jong, M. S. Y., & Tsai, C. C. (2016). Understanding the concerns of teachers about leveraging mobile technology to facilitate outdoor social inquiry learning: The EduVenture experience. *Interactive Learning Environments*, 24(2), 328–344. doi: 10.1080/10494820.2015.1113710
  - Song, Y., Sun, D., & Jong, M. S. Y. (2016). Enhancing students' science learning in a seamless inquiry-based learning environment leveraged by BYOD (bring your own device). In M. Wang, P. A. Kirschner, & S. M. Bridges (Eds.), *Proceedings of the workshop on computer-based learning environments for deep learning in inquiry and problem-solving contexts* (pp. 37–43). Hong Kong, China: Faculty of Education, The University of Hong Kong.
  - Wang, T., & Jong, M. S. Y. (2016). Towards equitable quality education for all: Are MOOCs really a way out? In Y. T. Wu, M. Chang, B. Li, et al. (Eds.), *The 20th Global Chinese Conference on Computers in Education: Conference proceedings* (pp. 402–408). Hong Kong, China: Centre for Learning, Teaching and Technology, The Hong Kong Institute of Education.

## Recent Awards

- Best Paper Award, at the 7th Global Chinese Conference on Inquiry Learning, Chinese Society for Inquiry Learning (07/2016).
- Best Pedagogic Design and Implementation of Inquiry Learning Award, at the 7th Global Chinese Conference on Inquiry Learning, Chinese Society for Inquiry Learning (07/2016).
- Best Applied Research Award, at the 6th Annual Award of Taiwan National Professor Chin-Chung Tsai Prize (01/2016).



## Structured Supported Programme in the 2016–2017 School Year for Newly Appointed Principals (NAPs) of Secondary and Special Schools in Hong Kong

The Hong Kong Centre for the Development of Educational Leadership and the Department of Educational Administration and Policy of The Chinese University of Hong Kong will be offering a training programme for 55 newly appointed principals (NAPs) from local secondary and special schools this school year. The programme aims to provide innovative and energetic leaders with both theoretical and applied knowledge and skills to lead successful improvement in schools.

In order to broaden the horizon of NAPs in meeting the ever-changing challenges of education, build a mutual support network of NAPs and establish a mentor-mentee relationship comprising experienced principals and NAPs, the programme will include a total of 50 contact hours that cover learning activities comprising five components: (a) an introduction and briefing session, (b) learning modules, (c) school visits, (d) mentor-mentee activities for reflection and learning community building, and (e) a concluding conference. With a view to building an effective learning platform for NAPs, this programme will be offered in collaboration with the Hong Kong Principals' Institute (HKPI).

The programme is intended as an extension and expansion of the Preparation for Principals programme and the Induction Programme for Newly Appointment Principals of Secondary and Special Schools attained previously by the NAPs. It builds on the six core areas of educational leadership

pertaining to school principals as expected by the Education Bureau. The six core areas of educational leadership requirements are:

1. strategic direction and policy environment;
2. learning, teaching and curriculum;
3. teacher professional growth and development;
4. staff and resources management;
5. quality assurance and accountability; and
6. external communication and connection to the outside world.

The mentor-mentee relationship is one of the most important components of the programme. In order to help the mentors to develop positive relationship with their mentees in the Learning Circle, the mentor training workshop was held on 4 October 2016. The Head Sponsor, Ms. Shirley S. L. Wong, was invited to share her experience of how to monitor and support the work of the Learning Circle and how to ensure specific themes related to the needs and work of NAPs.

- 01 Prof. Nicholas S. K. Pang delivered a welcoming speech in the mentor training workshop.
- 02 The Head Sponsor, Ms. Shirley S. L. Wong, led the discussion about how to be a good mentor.
- 03 Prof. Michael Hui, Acting Vice-Chancellor of CUHK (front row, 4th right), Mr. Yok-sing Tsang, President of the Legislative Council (front row, 5th right), Mr. Eddie Ng, Secretary for Education (front row, 7th left), Prof. Nicholas S. K. Pang, Chairperson of the Department of Educational Administration and Policy, CUHK (front row, 5th left), Prof. Paula Y. K. Kwan, Vice-Chairperson of the Department of Educational Administration and Policy (front row, 3rd right) and executive members of HKADP took a group photo with the participants in the opening ceremony.



01



02

## “School Leadership in a Time of Upheaval” Conference

The Department of Educational Administration and Policy, The Hong Kong Centre for the Development of Educational Leadership, and Hong Kong Association of Deputy Principals (HKADP) hosted the Conference for Deputy Principals 2016 at Yasumoto International Academic Park of The Chinese University of Hong Kong on 24 May 2016.

The theme of the conference this year was “School Leadership in a Time of Upheaval” and more than

350 school administrators and educators were attracted to join the conference. Mr. Yok-sing Tsang, President of the Legislative Council of Hong Kong, and Prof. Nicholas S. K. Pang, Chairperson of the Department of Educational Administration and Policy, each presented a keynote speech on “The role of school leadership upheaval of the times” and “The professional development and inheritance” respectively. It was followed by eight sharing sessions attended by scholars and practitioners with different school backgrounds from Hong Kong, Macau, and Taiwan.



03

Hong Kong Centre  
for International  
Student Assessment  
學生能力國際評估  
計劃 — 香港中心

 [www.fed.cuhk.edu.hk/~hkcsa](http://www.fed.cuhk.edu.hk/~hkcsa)

## PISA 2015 Result Release School Seminar: Coming Soon

The international result release of PISA 2015 is scheduled for December 2016. To report the performance of Hong Kong students in PISA, we will hold a school seminar in mid-December this year. Secondary school principals and teachers, as well as academics and relevant government officials are cordially invited to attend this important event. We will post the registration details on our Centre's website soon.

## HKLSA: Paving the Way for a New Phase of Study

Data collection of the second phase of the HKLSA study, namely the *Qualitative Study of the Transition Pathways of Hong Kong Adolescents After Secondary Education*, was completed in August this year.

A total of 53 adolescents from various postsecondary pathways have been interviewed. Based on the interview data, we are now identifying the major constructs to be studied and the hypotheses to be tested in the subsequent phases of the study.

Meanwhile, we have successfully gained support from the Research Grants Council (RGC) for the third phase of the HKLSA study, which is titled *Transition of Hong Kong Young Adults After Secondary School: The Road to Higher Education or Work*. This is a two-and-a-half year project which will continue to trace the patterns of transition of young adults from ages 20 to 22. Questionnaire surveys will be launched next year, collecting information about young adults' choices of education and occupation and related factors.

## INSLA: PISA-related Meeting and Other Collaboration

On 14–16 June 2016, Prof. Esther Sui-chu Ho, the Centre Director, attended the PISA Governing Board (PGB) Meeting in Paris where PGB members reviewed the preliminary results of PISA 2015. During the past two years, Prof. Ho has provided lectures and workshops to initiate collaboration with scholars from Universiti Sains Malaysia (USM). Now a longer-term partnership will be built between our Centre and USM in the form of a Memorandum of Understanding. Besides, to further extend the reach of our research endeavour, Prof. Ho has been invited to be one of the education experts of the Global China Research Programme (GCR), a research programme aiming to promote research work relevant to China's global engagement under the Hong Kong Institute of Asia-Pacific Studies (HKIAPS).

Prof. Ho and delegates in  
the PISA seminar hosted by  
School of Educational Studies,  
USM, in November 2015







## 劉珣教授到中文大學講學

2016年7月，北京語言大學劉珣教授應邀來港，為「國際漢語教育文學碩士課程」發表學術報告。報告以「教材分析」為中心，劉教授帶領學員探討「漢語教材與漢語教學法」、「漢語教材的編制」、「選用與評價和漢語教材分析：以實用漢語課本系列為例」等幾個範疇，通過分析二語教學「結構派」與「功能派」之別，點出「文化」亦是教學重點，提出「結構—功能—文化」相結合的綜合教學理念。在課堂間，劉教授又引導學員思考「對外漢語」與「普通話教學」在教學法及教材編制上互相通用借鏡的可能性。對於目前通用的《實用漢語課本》，劉教授亦就新舊不同版本作出剖析，令學員了解不同版本的特點、影響，以及當中教學理念和教學原則的變更。

## 午間座談

中心在7月下旬舉辦了兩次午間座談，對象為「普通話教育」及「國際漢語教育」兩門碩士課程的在學學員及畢業生。

首場午間座談在7月25日舉行，講題為「捷克教學的所見所聞」。主講嘉賓黃就紅女士為資深漢語教師，她分享了在捷克任教的珍貴教學歷程：面對外籍學生，如何有效傳授漢字及華語知識；遇上基礎水平不同的學生同處一班，該怎樣調節教學內容；合作導師使用不同的繁簡字體，對學生有沒有影響。黃老師同時播出了捷克學員的漢語錄音，並展示了作業和考卷，內容有趣實用。

7月27日，資深漢語教師鄭成業先生主講「談談加拿大漢語教材」。鄭老師講述了在加拿大教授中文的情況，因應當地學生的多元文化背景，漢語學習需求有所不同。教材方面，配合當地側重使用電子媒介學習的模式，設計上和香港課堂常見的有所差別。鄭老師介紹了互聯網上實用的開放資源（open source），並演示了隨時隨地可用的語文教學平台 Kahoot，各學員把握機會即場以自己的手機或平板電腦試用，感到新穎有趣，甚有啟發。就着學員提問，鄭老師亦簡介了當地漢語教師的就業環境。



01



02



03

- 01 劉珣教授
- 02 黃就紅老師
- 03 鄭成業老師



「優質學校改進計劃」(Quality School Improvement Project, QSIP)自1998年成立至今,致力為本地中、小學提供全面的校本專業支援,同時積極尋求跨界合作的可能,為學生提供課堂以外的學習機會。

## 第九屆兩岸四地「學校改進與夥伴協作」學術研討會順利舉行

第九屆兩岸四地「學校改進與夥伴協作」學術研討會已於2016年6月18日完滿結束。首日的開幕禮邀請了教育局副秘書長陳嘉琪博士及本校教育學院

院長梁湘明教授作主禮嘉賓。接着,計劃總監湯才偉博士以「學校改進前路的發展與機遇」為題,發表主題演講。第二節則邀請到「優質學校改進計劃」名譽學校改進顧問趙志成教授及會德豐地產(香港)有限公司常務董事黃光耀先生加入論壇,討論政、學、商界多方在學校改進上的合作。其餘環節除了主題及副題演講,亦有多場本地學校改進實踐經驗分享,以及兩岸團隊主持的專題分享。研討會上發表的論文全文及活動詳情可瀏覽研討會網頁(<https://hkier.fed.cuhk.edu.hk/qsipconference2016/>)。

### 「紙飛機」創意寫作班

「紙飛機」創意寫作班(下稱「紙飛機」)由「學校起動」計劃(Project WeCan)與QSIP聯合舉辦,旨在培養中學生的寫作興趣及創意。「紙飛機」初階班由2016年2月20日開始,為期三個月,參與學生多達130人,分別來自「學校起動」計劃(第一期)十所學校。課堂由資深文學工作者親自帶領。過程中,學生亦參與了在香港中文大學的文學散步活動,把所見所聞寫成遊記。

在7月7日舉行的「紙飛機」結業禮暨分享會上,九位表現優秀的學生連同其導師在台上分享寫作體驗及意念,學生作品亦結集成《文字直航》文集。

來年,「紙飛機」創意寫作班將繼續開辦,並開放給更多學生參與;首屆學員亦可參加2016-2017年度的進階班,屆時將有機會投稿到文學雜誌。

### English WeCan

除了「紙飛機」外,English WeCan亦是Project WeCan及QSIP合作的項目之一,旨在透過富趣味的課程,為中一學生提供英語支援。學生透過參觀超級市場及機場等多元化活動,以靈活生動的方式學習以日常英語互動。

於2016年8月20日舉行的結業禮上,超過一百名參與學生以歌舞、話劇等形式,展現他們在過去五星期的學習成果。

課程完結後,13位表現優異的學生獲邀與法國駐港澳總領事柏海川先生(Mr. Eric Berti)、「學校起動」計劃委員會主席吳天海先生共晉午膳,以表揚他們在參與English WeCan期間積極好學的表現。



01



02

- 01 「紙飛機」文學散步活動
- 02 English WeCan參觀超級市場活動

May 2016  
五月

21

家長教育研討會  
轉變中的家庭與家長教育  
香港中文大學教育學院、  
香港教育研究所

24

副校長專業研討會 2016  
劇變時代的學校領導  
香港中文大學教育學院、  
香港副校長會、  
香港中文大學教育行政與  
政策學系、  
香港教育領導發展中心

Jun 2016  
六月

11

心靈教育研討會 2016  
久被遺忘的教育智慧：  
心靈素養的培育——  
教者、教材、學習者  
互動下的生命轉化  
香港中文大學教育學院、  
香港教育研究所、  
「心靈教育——學與教的  
終極關懷」計劃

17-18

第九屆兩岸四地「學校  
改進與夥伴協作」學術  
研討會

學校改進與夥伴協作的  
繼往開來  
香港中文大學教育學院、  
香港教育研究所、  
優質學校改進計劃

Sep 2016  
九月

10

個人成長及家長教育  
講座系列  
沉重的小家庭  
陳廷三博士/香港教育研究所

28

學術交流：馬來西亞華  
文獨立中學教育藍圖專  
案小組訪問  
何瑞珠教授/香港中文大學  
教育行政與政策學系  
湯才偉博士/香港中文大學  
優質學校改進計劃

Dec 2016  
十二月

2-3

「教育實證研究方法新  
動向」學術研討會暨香  
港中文大學教育學院內  
地同學會第十七屆年會  
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



馬來西亞華文獨立中學教育藍圖專案小組與何瑞珠教授、湯才偉博士合照

 Academic Publications

Journals 學報

Education Journal

Vol. 44 No. 1

閱讀本期學報目錄及全文，請瀏覽 [http://hkier.fed.cuhk.edu.hk/journal/?page\\_id=8619](http://hkier.fed.cuhk.edu.hk/journal/?page_id=8619)

**2016–2018 Management Committee 管理委員會**

- Prof. Alvin S. M. Leung 梁湘明教授 (Chairperson 主席)  
*Dean, Faculty of Education,  
The Chinese University of Hong Kong*  
香港中文大學教育學院院長
- Prof. Kit-tai Hau 侯傑泰教授  
*Co-Director, HKIER*  
香港教育研究所聯席所長
- Prof. Stephen H. S. Wong 王香生教授  
*Co-Director, HKIER*  
香港教育研究所聯席所長
- Prof. Paula Y. K. Kwan 關譽綱教授  
*Associate Director, HKIER*  
香港教育研究所副所長
- Dr. Pong-yiu Yuen 阮邦耀博士  
*Principal, Tin Ka Ping Secondary School*  
田家炳中學校長
- Dr. Maggie Koong 孔美琪博士  
*Deputy Supervisor, Victoria Shanghai Academy*  
滬江維多利亞學校副校監
- Prof. Andrew C. F. Chan 陳志輝教授  
*Head, Shaw College, The Chinese University of Hong Kong*  
香港中文大學逸夫書院院長
- Prof. Chi-yue Chiu 趙志裕教授  
*Dean, Faculty of Social Science,  
The Chinese University of Hong Kong*  
香港中文大學社會科學院院長
- Prof. Esther S. C. Ho 何瑞珠教授  
*Professor, Department of Educational Administration  
and Policy, The Chinese University of Hong Kong*  
香港中文大學教育行政與政策學系教授
- Prof. Amy S. C. Ha 夏秀禎教授  
*Professor, Department of Sports Science and Physical  
Education, The Chinese University of Hong Kong*  
香港中文大學體育運動科學系教授

**2016–2018 Advisory Committee 顧問委員會**

- Prof. Kit-tai Hau 侯傑泰教授 (Chairperson 主席)  
*Co-Director, HKIER*  
香港教育研究所聯席所長
- Prof. Stephen H. S. Wong 王香生教授  
*Co-Director, HKIER*  
香港教育研究所聯席所長
- Prof. Paula Y. K. Kwan 關譽綱教授  
*Associate Director, HKIER*  
香港教育研究所副所長
- Prof. Xudong Zhu 朱旭東教授  
*Dean, Faculty of Education, Beijing Normal University*  
北京師範大學教育學部部長
- Prof. Zhenguo Yuan 袁振國教授  
*Dean, Faculty of Education, East China Normal University*  
華東師範大學教育學部主任

**HKIER Officers 香港教育研究所主管人員**

Co-Directors 聯席所長	Prof. Kit-tai Hau & Prof. Stephen H. S. Wong 侯傑泰教授、王香生教授	Associate Director 副所長	Prof. Paula Y. K. Kwan 關譽綱教授
Hong Kong Centre for the Development of Educational Leadership 香港教育領導發展中心	Director 主任	Prof. Nicholas S. K. Pang 彭新強教授	
Centre for Research and Development of Putonghua Education 普通話教育研究及發展中心	Director 主任	Dr. Majors K. P. Lam 林建平博士	
Centre for Learning Sciences and Technologies 學習科學與科技中心	Director 主任	Prof. Morris S. Y. Jong 莊紹勇教授	
Hong Kong Centre for International Student Assessment 學生能力國際評估計劃—香港中心	Director 主任	Prof. Esther S. C. Ho 何瑞珠教授	
Quality School Improvement Project 優質學校改進計劃	Director 總監	Dr. Choi-wai Tong 湯才偉博士	