

IER Newsletter



香港教育研究所

Hong Kong Institute of Educational Research

The Chinese University of Hong Kong

In This Issue

- 1 Research Notes and Innovations
- 3 Programmes for Professional Development
- 4 Development Projects
- 5 Conferences, Seminars and Public Lectures
- 6 Research and Development Centres
- 11 Publications

Research Notes and Innovations

A Profile of Top Performers in PISA 2006

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Who are the top-performers? They are the students who are proficient at: level 5 or 6 in both the Science and Mathematics scales, and level 5 of the Reading scale of PISA 2006.

All-rounded Top Performers

Table 1. The Top Ten of Highest Percentages of Top Performers in PISA 2006

Top in at least one domain	%	Top in all three domains	%
Korea	33.6	Finland	9.5
Chinese Taipei	33.0	New Zealand	8.9
Finland	32.8	Korea	7.8
Hong Kong–China	31.5	Hong Kong–China	7.7
New Zealand	26.8	Liechtenstein	7.2
Canada	25.7	Canada	7.0
Belgium	25.6	Australia	6.6
Switzerland	24.5	Belgium	5.8
Netherlands	24.2	Netherlands	5.8
Japan	24.0	Japan	5.5
<i>OECD average</i>	<i>17.9</i>	<i>OECD average</i>	<i>4.1</i>

As shown in Table 1, on average across OECD countries, 17.9% of students are top performers in at least one of the domains of science, mathematics and reading. However, only 4.1% are top performers in all three domains. Countries vary quite a lot in their percentages of top performers. Hong Kong has 31.5% of 15-year-old students being top performers in at least one literacy domain, which is slightly less than Korea (33.6%), Chinese Taipei (33.0%), and Finland (32.8%). For top performers in all three domains, the percentage of Hong Kong is 7.7%, which is lower than Finland (9.5%) and New Zealand (8.9%), and similar to Korea (7.8%).

Gender Difference of Top Performers

Are males and females equally represented among the top performers?

Across domains and countries, female students are as likely to be top performers as males. For the OECD countries on average, 4.1% of females are top performers in all three domains, which is similar to the 3.9% of males. For Hong Kong, about 8.9% of females are top performers in all three domains, which is slightly higher than the 6.5% of males. However, about 33.1% of males are top performers in at least one domain, which is slightly higher than the 29.9% of females. The proportion

of top performers in science is similar for females and males (i.e., about 1.0% for females and 1.2% for males). However, for the percentages of top performers in reading, females (3.6%) are higher than males (0.7%). On the contrary, for mathematics, males have a higher percentage (13.5%) than females (8.4%).

Factors Related to Top Performers

School factors

Ability grouping: More often than not, top performers are from schools with no ability grouping. Among the 34 countries where data are available, only the Russian Federation is an exception where the proportion of top performers is significantly higher in schools with ability grouping than schools with no such practice. For Hong Kong, whether or not schools have ability grouping in all subjects have no significant association with the percentage of top performers.

Motivation and aspiration: Top performers in science are engaged science learners. They enjoy learning science and want to learn more; their lessons are fun; and they are motivated to do well in science. Top performers care about doing well partly because they believe it will pay off in their future academic and professional career. On average across the OECD countries, 56% of top performers reported that they would like to study science after secondary school, and 61% would like to work in a career involving science. For Hong Kong, 62% of top performers reported that they would like to study science after secondary school, and 65% would like to work in a career involving science. It appears that Hong Kong top performers have higher educational and occupational aspiration towards science when compared to the OECD average.

Parent factors

As part of the PISA 2006 assessment, 16 countries complemented the perspectives of students and school principals with data collected from parents. PISA asked parents how often their child

Table 2. Difference in the Mean Index of Parental Involvement between Strong Performers and Top Performers in Three East Asian Societies

	Lowest performers (a)	Moderate performers (b)	Strong performers (c)	Top performers (d)	Difference: c – d (SE)
Korea	-0.21	0.00	0.22	0.46	-0.23* (0.07)
Hong Kong	-0.15	0.01	0.21	0.44	-0.23* (0.05)
Macao	-0.19	-0.10	0.09	0.16	-0.08 (0.11)

* Significant differences are found for Korea and Hong Kong.

would have done the following when the child was about 10 years old: watching TV programmes about science; reading books on scientific discoveries; watching, reading or listening to science fiction; visiting Websites about science topics; and attending a science club. With the responses to these questions, an index was constructed to measure students' activities related to science at age 10.

In 10 of the 16 countries and economies including Hong Kong, parents of top performers in science reported that their children had done these science-related activities more frequently than did the parents of strong performers (Table 2).

Concluding Remarks

PISA has provided a lot of data and material that are useful in various ways including further analysis, teachers' professional development, and school's internal evaluation along the dimensions of quality and equality. More informative research findings and other useful materials will be developed after the implementation of PISA 2009 now on-going in the schools.

Acknowledgements

We would like to thank the principals and school coordinators of some 150 schools for their commitment in this important project of Hong Kong. Their contribution in achieving a satisfactory student participation rate is crucial to the building up of a reliable data set, and in turn more robust evidence informing policymakers, educators, parents, and researchers.

Programmes for Professional Development

對「家長教育」的期望

家長教育文學碩士課程學員李玉蓮

甚麼人才算是「家長」？可能有人認為「家長」應為「家族之首」，掌握家族大權（不論政治或經濟等方面），而其他家族成員均聽命其下，但本文所指的「家長」絕非此意。

通常，人長大了，適齡而婚，生育兒女，成為「父母」。有子女入學的，校方會稱之為「家長」。本文中「家長」與「父母」同義。在家庭裏，家長擔當很多不同角色，如：家庭供養者，家族保衛者，子女玩樂者、教導者，紀律維持者等。

家長教育是甚麼？

很多人認為，「家長教育」是教導家長怎樣管教孩子，即是「教人怎樣教仔的課程」、「學習教好仔女的秘笈」。

筆者曾走訪不同家長及長者，問及怎樣的子女他們認為是「好」的，答案很多樣化，有的認為「要孝順、聽話、體貼父母心意」；有的重視學業成就，「要成績好」；另有一些「希望子女事業有成，多賺錢，工作穩定，有榮譽感，最好能光宗耀祖」；更有一些期望「子女他日婚姻穩定，父慈子孝，兒孫滿堂」。

究竟怎樣才可以教好子女？是否讀完「家長教育」課程，就能培養出「成龍成鳳」的子女？其實，教養子女最重要是認清真正目標，了解困難所在，分辨問題屬於內部問題還是外部問題。內部問題是指父母本身的問題，外部問題則包括子女難教、社會環境複雜，以及很多不受控的環境變數等。

面對不斷轉動的時代巨輪，「家長教育」課程應提醒學員：

1. 「家長」的名分是終身的，「家長」應持續發展。
2. 「為人父母」(parenthood) 甚至他日「為人祖父母」(grandparenthood)，都要用心體現這身分的意義。
3. 學習整理自己的人生，重整自己與家人／父母的關係，使「為人父母」者發揮個人成長動力，改善家庭關係。
4. 「為人父母」是個要有承擔的角色，使家長學員嚮往和投入這角色，享受當中樂趣和良好親子關係帶來的和諧幸福，讓學員有動力做家長，重拾做家長的情懷。
5. 以新的視角重新觀看「家庭」，再以新的觀感教養子女。

能推動家長的反思文化，讓家長們凝聚力量，互相鼓勵及打氣，造就「親子共融」的正能量，是多麼美好的景象。能夠做到上列各項，真是「功德無量」！

Development Projects

優質學校改進計劃

累積十年改進經驗

與校攜手邁步向前

優質學校改進計劃自1998年起，一直致力發展一系列整全且兼重研究與發展的學校改進計劃。源自Henry Levin教授美國躍進學校計劃(Accelerated Schools Project)的啟發，本計劃在過去十年已為愈200所中、小學及特殊學校以夥伴協作形式提供全面專業支援，本着「目標一致」、「賦權承責」及「發揮所長」的原則，協助學校建立自我完善機制、提升教師專業能量，以達至優化學生學習效果的長期目標。

本計劃獲教育局延續撥款三千多萬元，於2008–2011年將分階段為120所中、小學及特殊學校提供為期一年的專業支援，從「點」(個人「內化」發展)、「線」(強化團隊、提升教師專業能量)、「面」(建立自我完善機制、塑造良好學校文化)多方介入，引導學校轉變信念和文化，建構團隊合力。

提供建基於校本需要的專業支援

本計劃專家團隊於學校改進歷程中一直扮演「變革能動者」(change agent)的角色，按學校情勢和實際需要，透過有組織、具策略的部署裝備成員學校，讓他們有信心迎接當代教育改革的挑戰。按本計劃的前線觀察，目前最為中、小學關注的改革項目分別是新高中通識教育科及小班教學的籌備工作。

2009–2010學年，新高中課程將正式實施，中學對通識教育科的籌備尤其緊張。本計劃回應學校的殷切訴求，先後與超過35所學校合作發展初中及新高中通識教育科，涵蓋範圍包括課程架構編排、教學人員編制，以及由現有初中課程有秩序地過渡至新高中體制的具體細節。專家團隊貫徹與前線教師同行的工作模式，共同探索及推行具校本特色、有利師生發展的通識教育課程。

另一方面，2007年《施政報告》公布，小班教學亦將於2009–2010學年起分階段實施。

然而，現時很多學校對於怎樣準備推行有效的小班教學仍感困惑。有見及此，本計劃重點向籌備推行小班教學的學校提供支援，協助學校、教師反思如何從資源調配及教與學等範疇，利用每班平均人數減少的空間和優勢，照顧學生個別差異。2008年10月4日，本計劃更為25所成員小學共350位教師舉行「小班教學的憧憬與迷思、形式與實效」講座，推廣如何利用小班教學的契機提升學生的學習效能。

積極培養「參與者帶動」的學校改進動力

於學校改進的最初階段，動力主要來自政策及專家團隊(policy-led and expert-led)，但隨着支援愈趨成熟，本計劃期望能進一步培養學校及教師成為變革能動者，讓他們獨立、自主地走上學校改進之路(practitioner-led)。為此，本計劃採取的進路包括培養校內中層領導及教學領導(instructional leader)、推行教師借調計劃、為學校建立跨校學習社群、組織學校間的專業交流平台等，期望能帶動教師專業成長，提升學校改進的能量。

本計劃自2005–2006年度設立第一期「借調教師計劃」，至今已推行四年。本年度共邀請了12位來自中、小學的前線教師以部分時間模式參與學校支援工作，為專家團隊傾注能量之餘，又能讓他們把個人識見及反思回饋成員學校。另外，本計劃於本學年繼續就不同學科及學校發展範疇，為成員學校組成跨校學習社群，建立學校之間的專業交流平台，對各學校精英及核心人員作重點培育。

此外，本計劃更分別於2008年11月21日及12月12日，為54所中、小學近1,950名教師舉行中學、小學聯校教師專業發展日。本年度小學組的主題為「同一個計劃·同一個夢想」，中學組則為「新高中課程下的學校改進」，透過一系列講座及工作坊，與參與學校交流課堂教學、課程設計、學生培育等不同範疇的學校改進經驗。從參加者的評價可知，聯校發展日的成效令人滿意(以中學組的問卷結果為例，詳見表一)。

表一：聯校教師專業發展日2008(中學)工作坊/講座問卷調查整體結果

意見調查(收回問卷:1,196份,共34個環節)	非常不同意	不同意	同意	非常同意	無填寫
1. 講者準備充足。	0.50%	0.50%	51.34%	47.41%	0.25%
2. 講者講述的內容充實。	0.75%	2.51%	55.69%	40.72%	0.33%
3. 講者能恰當地運用演示技巧。	0.42%	2.84%	61.21%	35.28%	0.25%
4. 講者能將內容訊息有效地傳遞。	0.59%	3.43%	57.52%	38.29%	0.17%
5. 我對講者的整體表現感到滿意。	0.50%	3.01%	54.60%	41.30%	0.59%
6. 本工作坊/講座增進我對有關課題的認識。	1.09%	8.70%	64.29%	25.67%	0.25%
7. 本工作坊/講座的內容對我有用。	1.09%	9.36%	62.55%	26.92%	0.08%
8. 本工作坊/講座富有啟發性。	1.42%	8.95%	56.69%	32.69%	0.25%
9. 我會向我的同事推薦本工作坊/講座。	1.34%	9.28%	58.86%	30.27%	0.25%
10. 我對本工作坊/講座有良好的評價。	1.17%	5.02%	60.62%	33.19%	0.00%

Conferences, Seminars and Public Lectures

研討會及公開講座

日期	題目	合辦單位／講者
個人成長／家長教育普及講座系列		
3/1/2009	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）
18/4/2009	3. 「金色年華」與「落寞待棄」	同上
通識教育科課程發展與教學文學碩士課程／價值教育碩士課程 專題講座系列		
10/1/2009	教師作為助人成長者的自我反思	價值教育學會 通識教育科專業發展學會 林孟平教授（人本全人成長及治療所） 鄭漢文博士（香港中文大學教育行政與政策學系）
通識教育科課程發展與教學文學碩士課程 專題講座系列		
7/2/2009 & 9/5/2009	從通識教育科的樣本試題，我們可以學到甚麼？	鄭漢文博士（香港中文大學教育行政與政策學系）
21/2/2009	新高中通識科的校本準備：課程？教師？學生？	朱嘉穎博士（香港中文大學課程與教學學系） 廖國雄先生（教育局課程發展處） 袁潔欣老師（德貞女子中學）
28/3/2009	通識教育科的實現與實驗： 從試卷樣本到香港中學文憑考試的困思	盧乃桂教授（香港教育研究所） 曾榮光教授（香港教育研究所） 蕭麗萍女士（羅定邦中學） 鄭漢文博士（香港中文大學教育行政與政策學系） 朱嘉穎博士（香港中文大學課程與教學學系）
學生活動教育講座系列		
7/2/2009	學校戶外教育的可能性：鄉師自然學校的經驗	劉永佳校長（鄉師自然學校）
18/4/2009	遊戲：學生主動學習的鑰匙	曾永康博士（香港課外活動主任協會） 黃佩儀女士（智樂兒童遊樂協會）
個人成長及生命教育講座系列：（二）學生的動力與沮喪		
21/2/2009	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	2. 身、心、靈急速老化的香港學生	同上
7/3/2009	3. 壓制師生「識慫」的家庭關係	同上
價值教育講座系列		
21/2/2009	為身、心、靈健康而結合靈修與教育	關俊棠神父（香港中文大學天主教研究中心）
21/3/2009	多元價值時代下的價值教育	唐欣怡女士（香港教育研究所）
25/4/2009	宗教學校實踐價值教育的四種型態	鄭漢文博士（香港中文大學教育行政與政策學系）
23/5/2009	關顧青少年工作的價值思考	唐欣怡女士（香港教育研究所） 朱麗英女士（價值教育文學碩士生）
教師支援系列		
19/6/2009	教育同工的情緒管理	陳廷三博士（香港教育研究所）

課外活動專業發展研討會

由香港中文大學香港教育研究所、香港中文大學教育學院及香港課外活動主任協會合辦的「課外活動專業發展研討會暨協會2008年度會員大會」，於2008年12月6日（星期六）在香港中文大學順利舉行。當日參加者約共100人，包括中、小學校長或副校長、課外活動主任、新高中課程／其他學習經歷／學生學習概覽統籌主任等。

今次研討會的主題為「面向新高中：中小學活動發展經驗分享」。大會邀請了香港道教聯合會青松中學吳友強校長、聖文德天主教小學殷潔瑩老師及李國喬老師擔任講者。吳友強校長以「新高中學制活動發展的思路」為題，分享了在新高中學制下，學校調整活動開支以推動課外活動的經驗，並引學校成功推動音樂藝術活動作例子。殷潔瑩老師及李國喬老師則分享了其學校「多元智能活動計劃」的實踐經驗，指出配合新高中學制，要調整學校活動理念，讓同學更廣泛接觸不同類型的活動。

今年，香港課外活動主任協會更特別增設頒發課外活動長期服務獎狀的環節，嘉許對教育及全人發展作出貢獻的同工，約60名同工獲頒獎狀。

Research and Development Centres

Hong Kong Centre for the Development of Educational Leadership

Strategic Navigation

As a policy under School-Based Management, all government schools and aided schools in Hong Kong are required to engage in a three-year developmental planning cycle, the purpose of which is to enable them to generate long-term strategic goals and develop the three-to-five-year developmental plan of the school in alignment with the strategic goals. However, many teachers have found that they lack the perspectives and insights to formulate a school development plan that really benefits the school, and that they lack the skills in doing data collection, interpretation and consolidation. As a means of enhancing the overall effectiveness of school planning and making the planning endeavour more meaningful to school participants, Dr. Frank Tam and Dr. Paula Kwan from the Department of Educational Administration and Policy have synthesized a strategic development planning model called STRATEGIC NAVIGATION. With the assistance of researchers from The Chinese University of Hong Kong, STRATEGIC NAVIGATION enables school participants to conduct long-term developmental planning more intelligently and with less effort than if they were doing it by themselves.

STRATEGIC NAVIGATION is based on the belief that a school develops through consolidating firmly and consistently its internal resources and navigating carefully its various external challenges. A good school development plan should be an integral part of the school's overall strategic plan that enables the school to identify its strengths and weaknesses, and to manage changes in the internal and external environment effectively. The strategic plan normally consists of a mission component and an environmental analysis component. Also, the school development plan should be integrated with the school's "Success Model", which tells others what it means to be successful (success criteria) and what are involved to achieve success (success factors). Most schools have a similar Success Model, but the specific success criteria and success factors may be different. In essence, the purpose of STRATEGIC NAVIGATION is to enable the participants of the school to come together to construct this Success Model and lay down the criteria and factors within this model.

Dr. Tam and Dr. Kwan are currently assisting three secondary schools in formulating their school development plans. They have submitted a proposal to the Quality Education Fund to conduct this project on a larger scale.



學校發展及評估組

從「促進學習的評估」提升幼兒／初小學生的自主學習能力

香港教育領導發展中心轄下之學校發展及評估組喜獲「優質教育基金」撥款港幣三百萬元，資助一項名為「從『促進學習的評估』提升幼兒／初小學生的自主學習能力』的計劃。計劃為期兩年（由2008年9月至2010年8月），旨在：（1）幫助學校了解「促進學習的評估」之概念和推行原則，制定相關的校本課程發展規劃；（2）建構「促進學習的評估」之理念架構和教學策略；（3）協助教師認識及掌握有關的知識和技巧；（4）鼓勵教師於平日教學中實踐和應用，促進學生的「自主學習」。目前已有十所幼稚園及十所小學參加計劃，與本組學校發展主任一同協作。

計劃內容包括：（1）為參與計劃學校的「校本評估發展委員會」成員提供培訓課程；（2）為學校全體教師舉辦培訓工作坊；（3）由學校發展主任與教師一起進行共同備課會議；（4）進行同儕觀課及評課活動；（5）協助每所參與學校舉行家長工作坊等。

學校發展及評估組成員經過了多月籌備和規劃，結合了理論和實踐經驗，設計了以下六個單元的教師培訓課程內容：

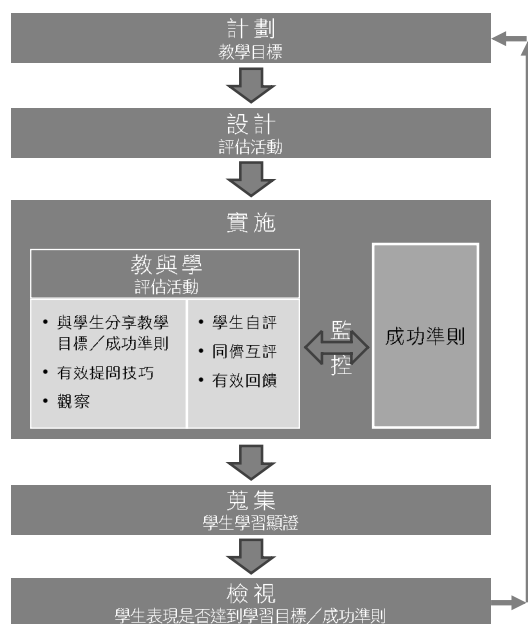
- 單元一：「促進學習的評估」的原則與啟示
- 單元二：「促進學習的評估」的教學策略和技巧
- 單元三：教與學中的高效提問技巧
- 單元四：教與學中的有效回饋
- 單元五：教學自我評估與同儕互評
- 單元六：建構學習歷程檔案



學校發展及評估組主管彭新強教授與參與「促進學習的評估」計劃的十所幼稚園成員（上）和十所小學成員（右）合照



圖一：「促進學習的評估」的理念架構



學校發展及評估組同時亦設計了一項「促進學校的評估」的理念架構（見圖一）以供教師參考，作為在校內規劃校本課程的藍圖。

計劃已於2008年9月順利展開。學校發展及評估組期望在未來兩年，與學校攜手推展「促進學校的評估」概念，並把有關的理論在課程發展及教與學當中實踐，協助學生發展自主學習的能力和技巧。

如欲了解本計劃的詳情，歡迎瀏覽學校發展及評估組網頁：

<http://www.fed.cuhk.edu.hk/sdet>

Centre for the Advancement of Information Technology in Education

The Success of an Innovative Learning Platform — Learning Villages

The past few years have been fruitful years for the Centre for the Advancement of Information Technology in Education (CAITE) in its development of different online learning projects and platforms which have drawn the attention of schools in Hong Kong and in other areas.

In collaboration with the School of Educational Technology of South China Normal University, CAITE conducted a project entitled “Project-based Learning for Hong Kong–Guangzhou School Pairs on a Game-based Collaborative Learning Platform” between September 2008 and February 2009. The project was related to the National Eleven Fifth Development Programme of IT in Education (全國教育科學“十一五”規劃教育部重點課題《計算機支持協作學習促進意義建構的研究》). It aimed to enhance primary 5 students’ high-order generic skills and motivate them to learn and work independently through engaging them in online discussion in

Learning Villages, a game-based collaborative learning platform developed by CAITE. Besides that, the project offered a valuable opportunity to enhance cultural exchange between students in Hong Kong, Shenzhen, and Guangzhou. There were totally 15 Hong Kong primary schools, 11 Shenzhen primary schools, and 2 Guangzhou primary schools participating in the project. Over 2,800 students and 140 teachers were involved in it. With teachers’ facilitation, students of the Hong Kong schools paired with Shenzhen and Guangzhou primary schools enjoyed online discussion on different topics during the project period. Thanks to the invaluable support of the principals and teachers and the active participation of students, the project came to a successful conclusion in February 2009. Awards and certificates were presented at the closing ceremony to recognize students’ achievement as well as schools’ effort.

A basic design of the Learning Villages system is a reward system responding to and reflecting the quality and quantity of students’ online discussions so as to build up a momentum of continuous participation among the students throughout the process of online discussion. At present, two related research studies are on-going. One of them focused on the effectiveness of teachers’ facilitation in using game elements to motivate students’ learning in Learning Villages, while the other was on how students constructed their knowledge. The findings would be released in the third quarter of 2009.

The following photos show some snapshots of the different activities organized under this project.



Teachers attending training workshops on the operation of Learning Villages and the pedagogy related



Principals, teachers, and students of all participating schools from different areas attending the closing ceremony

Presentation of awards and certificates to recognize students’ achievements



Sharing of outstanding project artifacts after the closing ceremony



普通話教育研究及發展中心

北京大學王理嘉教授作學術報告

2009年3月28日(星期六)下午,普通話教育研究及發展中心舉辦第五屆優秀論文獎頒獎禮暨「名家名師談普通話教與學系列講座」。獲獎研究生包括:

- 陳一欣(論文題目:港式中文常用詞語的運用特點);
- 陳惠珠(論文題目:中國傳統語文啟蒙教材的分析研究);
- 梁志明(論文題目:香港小學生普通話口語表達中的語法偏誤及訓練方法)。



獲獎研究生與王理嘉教授(右二)合影

他們獲頒發獎學金與獎狀,以表揚其在撰寫畢業論文所取得的科研成果。

頒獎禮由北京大學中文系王理嘉教授主持。典禮完畢後,王理嘉教授作學術報告,發言題目是「漢語拼音教學的基本觀念」。王理嘉教授就制定漢語拼音的基本原則、漢語拼音教學的基本觀念、完善《漢語拼音方案》的基本認識等重要問題,展開了深入的論述與分析。與會者近150人,討論氣氛非常熱烈,說明中、小學普通話科教師熱切關注這些議題。

明海大學師生來訪交流

2009年3月10日(星期二)上午,日本明海大學外語研修部魏鍾祺教授與五位同學到中心交流訪問。雙方就培養漢語教師以及在香港推廣普通話等共同關心的問題,進行了友好而深入的座談。本校教育學士(語文教育)課程(LED)中文組二年級同學友善接待,並給明海大學師生介紹了本校的情況與LED課程特色。在此基礎上,雙方繼續加強漢語教學的學術聯繫。

明海大學師生與本校同學合影



Hong Kong Centre for International Student Assessment

PISA 2009

The Main Study of PISA 2009 in Hong Kong is now in full swing. More than 150 schools participate in the Main Study taking place between April and May 2009. The reading literacy of 15-year-old students — the major assessment domain in PISA 2009 — will be assessed together with mathematical and scientific literacy. This cycle will be an exciting event in particular to the Chinese communities because Singapore and Shanghai is joining in besides Hong Kong, Macao and Taipei. While these Chinese communities are so much the same in terms of their cultural heritage, they will have much to learn from each other by examining their differences as reflected in the PISA results. Nevertheless, the Hong Kong Centre for International Student Assessment (HKPISA Centre) did experience more difficulty in inviting schools to join PISA this year. A press conference was held in early March to rally school support. The HKPISA Centre hopes that the difficulty it has met would just be an incidental phenomenon and not suggest an undesirable ecological change in the schools.

Research Project in Macao

Upon completion of the research project titled “Shadow Education and Related Services in Macao: The Phenomenon and Its Impact” that was commissioned by the Macao Special Administrative Region Government, the HKPISA Centre and Macao’s Education and Youth Affairs Bureau are now working towards a follow-up study. The focus of this study will be on the needs of disadvantaged students regarding after-school learning. The study will have implications on educational policy and hopefully will bring equal learning opportunity for students with various backgrounds.

International Visitors

The HKPISA Centre hosted a three-day exchange programme on Science and Mathematic Education in which five scholars and educators from Japan as well as four educators from Korea visited Hong Kong. The chief delegate is Prof. Mitsuishi of Curriculum Centre for Teachers, Tokyo Gakugei University. During the three days, the HKPISA Centre gave our guests a briefing about the science and mathematics education system of Hong Kong. Our guests visited local schools, and introduced the science and mathematics education in their home countries to Hong Kong teachers. The success of this event is a joint effort of our peers, including science curriculum officers from the Curriculum Development Institute, teachers and principals of the schools visited, and our research team members.



The Centre Director (second from right), Esther Ho, presenting souvenir to the guests of the exchange programme

Three delegates from the Training and Development Agency for Schools, the United Kingdom, Michael Day (Executive Director for Teachers), Hugh Baldry (Head of Government Initiatives), and James O’Donoghue (Project Manager), paid a visit to the HKPISA Centre in April 2009. The visit focused on Hong Kong’s policy and teaching/learning practices behind the improvements in mathematical, scientific and reading literacy over the last decade.



Publications

宣布

《教育學報》與《基礎教育學報》將於2010年秋季，合併為以中文為單一出版語言的教育學術期刊，並將以《教育學報》名義繼續出版。香港教育研究所改組該兩份期刊，主要是希望把該兩份以中、英雙語出版的期刊，明確定位為以中文為本位、以大中華地區教育為基礎的學術期刊，旨在實現中文保育並建構兩岸四地教育學術議論的共通平台。此外，亦希望能集中資源，把兩份半年刊逐漸拓展為季刊，以提升其影響力。據此，兩份期刊的改組包括：

1. 自2010年秋季起，《教育學報》與《基礎教育學報》將合併，以《教育學報》名義繼續出版。
2. 改組後《教育學報》主編為曾榮光教授和李子建教授。
3. 改組後將增設網上版本。
4. 《教育學報》與《基礎教育學報》現有訂戶，在訂閱到期後無須續訂，可免費獲贈改組後之《教育學報》，直至2011年底。

School Education Reform Series

學校教育改革系列

No. 50 通識教育科的課程及教學設計策略與反思：初中及新高中通識教育科的準備

趙志成、麥君榮

教育統籌局（2005）在《高中及高等教育新學制：投資香港未來的行動方案》中，決定全港高中學生將在2009年必須修讀通識教育科，並在2012年進行第一次全港性評核。自從有關安排公布後，全港學校均在初中甚至高中學習階段進行不同模式的通識教育科課程設計及教學實踐，當中累積了不少寶貴經驗，為未來新高中通識教育科奠下了良好基礎。本文分為兩部分：第一部分評析現時學校準備通識教育科的狀況，初中通識教育科的課程與教學設計，以及初中與新高中通識教育科銜接的關鍵因素；第二部分提出準備新高中通識教育科課程與教學的兩條進路，為銜接初中與未來新高中通識教育科提供建議。

ISBN: 978-962-8908-27-1

48頁 平裝 20元

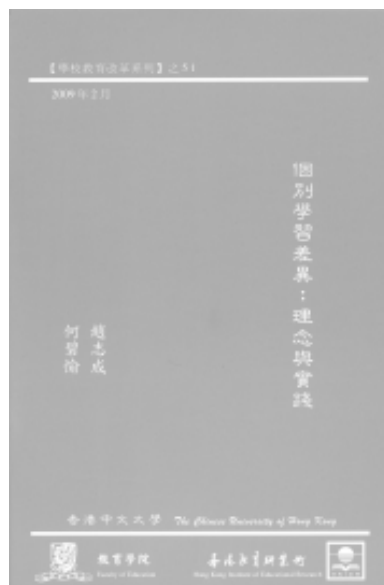
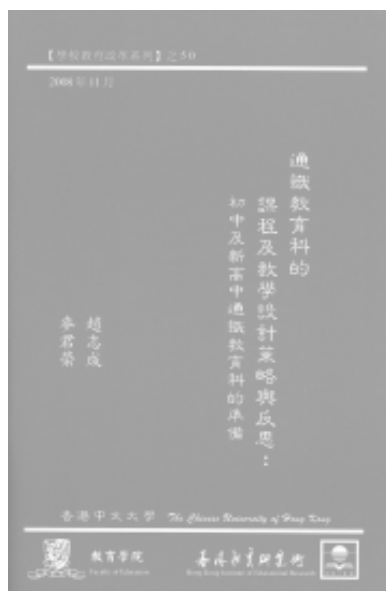
No. 51 個別學習差異：理念與實踐

趙志成、何碧愉

如何照顧學生的學習差異，一直是教師在教學效能上的一大挑戰。本文首先從不同度向分析對個別差異的詮釋，以提供知識的基礎及討論的平台；接着，文章逐一解構現行教學上就照顧個別差異所應用的策略，以協助學校教師在推行各種行動計劃時，掌握甚麼才是可行和有效的策略。

ISBN: 978-962-8908-29-5

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Education Policy Studies Series

教育政策研討系列

No. 69 Preparing Teachers for the World We Have and for the World We Want: Quality Teachers for a Global Context
A. Lin Goodwin

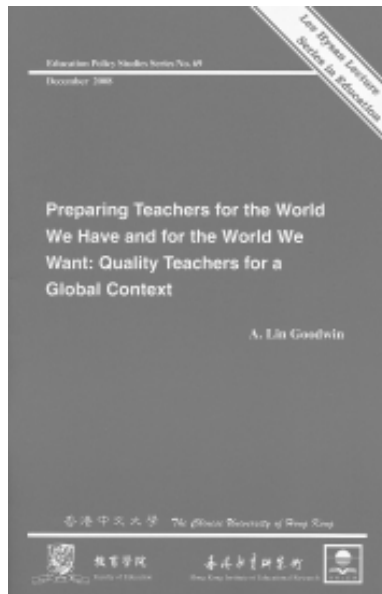
Preparing quality teachers has become a global concern as all nations strive toward excellence at all levels, be it economic, social, political, cultural, or, of course, educational. While there is little argument about the need for quality teachers and the key role they play in the socialization of citizens and the conveyance of national priorities, there is simultaneously little consensus around what constitutes quality and how quality teachers might be best attained. This paper will take up the question of quality teachers by exploring several pivotal questions: What might quality teaching mean in a global context? What should globally competent teachers know and be able to do? What are some of the issues, dilemmas, barriers, or structures that seem to interfere with the preparation and professional development of quality teachers? The paper ends with possibilities for reform and collaborative research in teacher education.

ISBN: 978-962-8908-28-8

36 pages paperback HK\$20

No. 70 PISA 2003 解難能力評估及啓示
何瑞珠

解難能力是 2003 年學生能力國際評估計劃 (Programme for International Student Assessment, 以下簡稱 PISA) 的其中一項評估範疇, 香港與全球 40 多個國家或地區的 15 歲學生參加了這項國際評估。香港學生在是項解難能力評估的表現相當理想, 以平均分 548 分在參加的國家或地區中名列第二。本文根據 PISA 2003 的解難能力評估架構及



數據, 探討解難能力評估题目的特點, 包括疑難的類型、疑難所處的脈絡和疑難解決的過程, 然後分析香港學生在解難能力範疇的表現, 他們的長處和弱點。文章最後討論研究發現在課程與教學方面——包括香港新高中課程的通識教育科及培養學生在真實生活中解決問題的能力——的一些啟示。

ISBN: 978-962-8908-30-1 72 頁 平裝 30 元

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