

IER Newsletter



香港教育研究所

Hong Kong Institute of Educational Research

The Chinese University of Hong Kong

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Research Notes and Innovations

Export Potential of Hong Kong's Education Services

Principal Investigator: Professor Hung Fan-sing

This study aims to assess the potential of exporting Hong Kong's education services, particularly the exports of higher education to mainland China, on a commercial basis. As commissioned by the Hong Kong Trade Development Council (HKTDC) in mid-2005, the study aims to recommend marketing priorities and strategies for Hong Kong and education services providers, and appropriate changes in government policy and institutional arrangements. This study is significant to Hong Kong's future development in terms of its economic growth, educational development, and international position in educational and cultural exchange.

From October to December 2004, in six mainland cities, namely Beijing, Shanghai, Xi'an, Guangzhou, Shenzhen and Dongguan, this study successfully conducted (i) a questionnaire survey to 3,223 senior secondary students, (ii) 16 interviews with school principals, senior teachers, Hong Kong and overseas education services providers and policy makers, and (iii) seven focus groups with parents and teachers of schools surveyed in the questionnaire and with mainland alumni of a Hong Kong university.

Major findings and recommendations of this study were released to the public on 27 May 2005. In September 2005, this study's report was published for public circulation by HKTDC in a book entitled *Exporting Higher Education Services to the Chinese Mainland: The Hong Kong Advantages*.

Major Findings

In 2004, a total of 7.23 million candidates registered and sat for the national university entrance examination under the National Colleges and Universities Enrollment System in mainland China. Only 61% (or 4.1 million) of these candidates were successful in getting a first-year place for study in undergraduate or diploma programmes in the nation's higher education institutions.

In 2002, about 45,000 mainland Chinese students went abroad for higher education (i.e., inbound mode of education exports). As at June 2004, there were about 3,000 and 7,000 mainland students being enrolled in overseas higher education operated in China (i.e., outbound mode of education exports) for undergraduate and postgraduate programmes respectively.

The intention to seek higher education abroad is strong. A total of 14% of the questionnaire respondents would proceed to study at a university abroad (inbound mode) after graduation from senior secondary education; 12% would contemplate studying abroad if not admitted into the preferred mainland university, with 6% considering overseas study if not admitted to any bachelor degree programme. Meanwhile, 60% of respondents had the intention to receive overseas higher education at home (outbound mode).

Main reasons for considering studying higher education abroad (inbound mode) : a better personal career development when returning to the mainland (26.2% of respondents), a wider and broader personal vision (20.5%), contact with different cultures (20.5%), and improving English language standard (6.7%).

Main reasons for studying overseas higher education at home (outbound mode) : economical (38%), language barrier (23%), able to work while studying (16%), and no need to go abroad (12%).

Choice of field of study in seeking higher education abroad as indicated by mainland senior secondary students in the questionnaire survey: Economics and Management (31%), Information Technology (14%), Science and Mathematics (10%), Fine Arts (10%), English Language (9%), Humanities (9%), Engineering and Social Science (7%), and Social Science (5%).

Information channels about higher education commonly accessed by mainland senior secondary students: the Internet (63%), TV (54%), newspaper (41%), classmates (22%), brochures and leaflets (19%), relatives and friends overseas (16%), teachers (16%), education exhibitions (13%), and radio (13%).

Understanding and perception of Hong Kong higher education. Interviews and focus groups with mainland Chinese parents, teachers and principals show that they know little about Hong Kong's education system and higher education. However, they generally perceive that Hong Kong higher education is good, and have the image that it is liberal and student-oriented, interfaced with the world, and good in quality, facility and management.

SWOT of the export potential of Hong Kong higher education to the mainland. Interviews and focus groups of this study show that the strengths of Hong Kong higher education consist of three important elements: (i) international component (good worldwide academic rankings, Western educational administration, and international vision/interaction), (ii) Chinese cultures, and (iii) Hong Kong factor (proximity to the student population on the mainland, the framework of "One Country, Two Systems", etc.). However, the weaknesses of Hong Kong higher education lie in the following areas: low awareness of Hong Kong education services on the mainland; low proportion of non-local students in UGC (University Grants Committee)-funded programmes as well as self-financed programmes; congested living environment and higher living costs in Hong Kong. Hong Kong higher education should take advantage of the current opportunities arising from the mainland's rising demand for higher education, low outflow rate of mainland students to study abroad, and the strict U.S. student visa policy since the "911" event. However, the threats to Hong Kong higher education arise mostly from the keen competition from education exporting countries such as Australia, the U.K., France, Japan and Singapore, most of which have concerted efforts from government, educational bodies, and higher education institutions in promoting education exports.

Key Recommendations

For Hong Kong education services providers

The priority of exporting Hong Kong higher education to the mainland should be as follows: undergraduate (inbound only), taught postgraduate (inbound/outbound), and sub-degree

(inbound/outbound) programmes.

For market entry into the mainland, inbound mode providers are advised to join the National Colleges and Universities Enrollment System in China, disseminate information via this System as well as brochures, the Internet, newspapers and TV, conduct face-to-face briefing and education exhibition, seek the services of MOE (Ministry of Education)-accredited overseas education agents, and organize Hong Kong campus tour. Outbound mode providers are advised to partner up with prestigious universities in the mainland—while program collaboration is preferred to institution collaboration—and participate in education exhibitions held in mainland China with the presence of Hong Kong academics and alumni.

Above all, critical success factors for exports of Hong Kong higher education to the mainland are: international interface and exchange, academic excellence, quality assurance, Western management and good education visions, educational exports identical to home provision, and real involvement of Hong Kong academics.

For changes in government policy and institutional arrangements

It is recommended that Hong Kong higher education should lift the quota on enrolling non-local students in UGC-funded undergraduate or taught postgraduate programmes from currently 8% (4% as UGC-funded, 4% as privately funded) up to 20% (4% as UGC-funded and 16% as privately funded) of annual total intakes in Hong Kong, and should have no quota on enrolling non-local students in Hong Kong's self-financed taught postgraduate and sub-degree programmes. Annual tuition fees are recommended to be at least HK\$80,000 per annum for each non-local student admitted to UGC-funded undergraduate programmes.

Parallel to these quota liberalizations, a central system of quality assurance and qualifications recognition should be established for self-financed taught postgraduate and sub-degree programmes. Also, a relaxation in the government's student visa policy, in which student visa application procedures are simplified and visa could be granted with flexible length of stay and multiple

entries, is recommended.

Institutional arrangements across Hong Kong and mainland China are recommended as follows: minimizing barriers concerned as far as possible; providing a CEPA-like arrangement for those Hong Kong higher education institutions which have capacity, ambition and commitment to run schools on the mainland; and simplifying procedures for Hong Kong institutions to disseminate education information and conduct interview/admission tests on the mainland.

Projection of Revenue Generated From Inbound Provision of Hong Kong Higher Education to Non-local Students

If the key recommendations can be fully implemented, a revenue of a total of HK\$400/800/1,040 million (see Table 1) will be generated annually for the first 3 years

Table 1: Projection of Revenue Generated From Enrolling Non-local Students in Hong Kong Higher Education Institutions

	Annual intakes of non-local students	Annual tuition fees (HK\$)	Revenue generated from enrolling non-local students in Hong Kong higher education institutions (HK\$ million)				
			Year 1	Year 2	Year 3	Year 4	Year 5
Ug	3,000 (20% of annual FYFD intakes)*	\$80,000 (4-year full-time course)	240	480	720	960	960
TPg	630 (10% of annual total intakes)	\$40,000 (2-year part-time course)	25.2	50.4	50.4	50.4	50.4
SD	3,000	\$45,000 (2-year full-time course)	135	270	270	270	270
Total			400.2	800.4	1,040.4	1,280.4	1,280.4

Key: Ug: Undergraduate programmes

TPg: Taught postgraduate programmes

SD: Sub-degree programmes

FYFD: First-year first-degree

* 4% publicly funded, 16% privately funded

respectively from inbound exports of these 3 levels of programmes, and HK\$1,280 million from the fourth year onwards, assuming the annual intakes of non-local students are 3,000, 630, and 3,000 respectively for undergraduates (4-year full-time), taught postgraduates (2-year part-time), and sub-degree (2-year full-time) programmes and the annual tuition fees are HK\$80,000, \$40,000 and \$45,000 per student respectively.

It has to be noted that the projection reflects the revenue side only, subject to the limitation that the cost side has not been counted as costs can vary among institutions, programmes and modes of study. For publicly funded places, the average annual student unit costs of UGC-funded programmes (e.g., HK\$235,000 for undergraduate programmes, \$156,000 for sub-degree programmes, and \$241,000 for taught postgraduate programmes for the 1998 – 2001 triennium) do not necessarily apply to the increase of non-local intakes for respective programmes, as the increase would only lead to a marginal cost, which may be well below the unit cost and in turn depend on the original cost structure of the relevant programme in the institution concerned. Whether it is profitable to increase the non-local intakes will depend on how the institution concerned allocates and utilizes its resources in response to the marginal cost thus incurred for the additional intakes of non-local students.



Research Programmes

學習環境與學業成就

研究負責人：侯傑泰教授

研究人員：張雷教授、倪玉菁教授、文劍冰博士、
梁志強博士

電腦化考試是世界潮流，在很多大型國際考試，學生都是對着顯示屏，用鍵盤打入答案；甚至是議論文及作文題目的回答，也是由電腦批改。

本研究包含數個子項目。在《電腦自適應考試》項目中，我們為香港數十所小學提供免費的數學科診斷服務。電腦依據學生作答時的表現，從題庫中選取較難或較易的題目，從而更快而準地評估學生的數學能力。研究人員亦在國際學術期刊上發表論文，討論及報告如何在電腦考試中，更全面仔細地考核學生的能力，並且能夠從學生眾多答對或答錯的複雜回應中，推算出學生的強項及死穴。

在專業或公開考試中，釐定優異或合格的分數，是一項生死攸關的重要研究課題。在《中、英、數能力標準釐定》項目中，我們採用國際常用的 **Angoft** 及對照組等方法，邀請經驗教師、教育統籌局科目主任及家長等，參與多次討論，仔細研究每項考試題目的重點及難易度，從而制定出小三、小六、中一及中三在中、英、數三科的最低能力要求，並推算出每級未能達標的學生比例。在制定教學語文政策時，我們採用上述方法，推算出全港約40%中一學生具有接受英語授課的能力。

另一方面，如何建立學童自信及提高學習動機，是教師每天的任務。我們在《學業成就與動機》項目中，分析本港及國際(二十多個國家)的研究數據，論文發表於《美國心理學人》及《教育心理》等頂級學術期刊。結果顯示不同國家的學童，在建立某一學科(如數學)的信心時，都會同時將自己的能力與其他同校同學，以及自己在其他學科(如語文、歷史等)的能力作比較。

這兩類比較的結果是，無論某個學生在班中是總成績最好還是最差的，他/她總會在某些科目中有較高自信，而在另一些科目中卻欠缺信心。公眾以為有自信的學生對所有事物都充滿自信，成績較差者則對所有科目都失去自信，這是對現實世界的誤解。

此外，香港和各國的數據也顯示，兩個相同成績的學生(例如：兩人均是80分)，就讀名校學生的自信較就讀一般學校的更低。就讀名校雖是光榮的，會稍微提高自信，但因名校內高手眾多，相比下令自信降低，一加一減下，總效應在二十多個國家的分析中均呈現負結果。所以名校教師及校長應更多鼓勵合作，而非互相競爭，避免學生感到自己是大塘的小魚而自卑。孩子就讀一般學校的家長也不用擔心，孩子成為小塘的大魚，信心及學習興趣會不降反升。

本研究新近進行中的計劃，包括數個由政府研究資助局等資助的學生批判能力研究。



Conferences, Seminars and Public Lectures

40th Anniversary International Conference of the Faculty of Education, CUHK

Under the joint efforts of the HKIER and the Faculty of Education of The Chinese University of Hong Kong (CUHK), CUHK School Heads Alumni Association, and CUHK Faculty of Education Alumni Association, the conference was held on 2–3 December 2005 to celebrate the 40th anniversary of the Faculty of Education of CUHK. Professor Arthur K. C. Li, Secretary for Education and Manpower, and Professor Lawrence J. Lau, the Vice-chancellor of CUHK, were invited to officiate at the opening ceremony.

The conference theme was “Developing Teacher Leadership and Education Partnership in the Face of Education Reform”. There have been suggestions that successful launch of educational reform initiatives in schools must lie in the development of powerful communities of teachers and the forging of partnerships between schools and different sectors of society. This conference was aimed to bring scholars, researchers and practitioners together to exchange experiences and air their views on these matters, so that insightful ideas could be identified, explored, and developed.

Five internationally acclaimed scholars — Professor Hu Rui-wen, President of the Shanghai Academy of Educational Science; Professor Hwang Jeng-jye, President of the University of Tainan; Professor Christopher Day, Professor of the University of Nottingham; Professor Andy Hargreaves, Professor of Boston College, and Professor Leslie N. K. Lo, Director of the Hong Kong Institute of Educational Research, CUHK — were invited to deliver keynote speeches on the following topics:

Prof. Hu Rui-wen : Teaching Force Construction of Basic Education in China and Innovation in Teacher Professional Development: A Model of Action Education (in Chinese)

Prof. Hwang Jeng-jye : Establishing the Partnership in Educational Reform: Taiwanese Experience (in Chinese)

Prof. Christopher Day : Committed for Life? Variations in Teacher Effectiveness in Climates of Reform

Prof. Andy Hargreaves : Redistributing Teacher Leadership Widely and Wisely

Prof. Leslie N. K. Lo : Empowerment of Teachers for Efficacy in Our Reforming Schools: An Exploration of Partnership for Change

Joining them were educators, researchers and practitioners from all over the world (with over 80 overseas participants who came from Australia, Malaysia, Nigeria, the U.K. and the U.S.). More than 100 papers were presented; workshops and round-table sessions were also organized. Issues explored were both theoretical and practical, which fell under five major sub-themes: (1) Changing Roles of Teachers: Curriculum leaders, inquirers and agents for educational change; (2) Changes in the Development of Teachers as Professionals and Learners; (3) Changing Approaches to Teacher Education and Teaching Practice; (4) Teaching Profession as a Moral Enterprise in the Context of Reform; and (5) Partnership Development between Stakeholders — Education providers, government and the community.



Conference keynote speakers, guests of honor and committee members

The conference was well attended by over 700 participants. Most of them came from the tertiary education sector, while principals and school administrators made up the second largest group. This academic exchange effectively provided an opportunity for a synthesis of insights and ideas, which helped the teaching profession to chart a safe passage in its future development.

Seminar on the Professional Development of Extra-curricular Activities – Extracurricular Activities: Risk Assessment and Experience Sharing

It was the second time the Hong Kong Extra-curricular Activities Masters' Association (HKEAMA) had invited HKIER and the Faculty of Education of CUHK to organize their annual seminar. Hosted by the CUHK, the seminar was held on 17 December 2005. It was aimed to promote the awareness of risk management among schools with regard to the organization of extra-curricular activities. Mr. Chong Yiu-kwong, a practicing solicitor, was invited to speak on risk assessment and management in his keynote address. Potential sources of risks and possible harm, precautions, and the legal implications of accidents that happened during a school activity were addressed. A primary school principal and a secondary school principal



Keynote speaker, Mr. Chong Yiu-kwong (in the middle), with his souvenir

shared their experiences during the concurrent sessions, which provided practical examples to help the audience understand the concept and the application of risk management in school settings.

Between the sessions, an information session on Master of Arts Programme in Student Activities in Education, and the Professional Diploma Programme

in Management of Extra-curricular Activities was organized. Members of the HKEAMA were invited to attend the Annual General Meeting of the association afterwards. The seminar did not only serve as a forum for knowledge dissemination and idea exchange, but also provide an opportunity for teachers and coordinators of student activities to learn about the current development of the field and the opportunities for professional development.

已辦之研討會及公開講座

日期	題目	合辦單位/講者
25/11/2005	人我關係協調：一個適用於華人社會的諮商模式	香港中文大學教育心理學系
23/12/2005	香港中文大學教育學院四十周年紀念國際研討會： 教改潮下的教師領導和教育協作的發展	香港中文大學教育學院 香港中文大學校友校長會 香港中文大學教育學院校友會
17/12/2005	課外活動專業發展研討會	香港課外活動主任協會 香港中文大學教育學院
20/1/2006	教育工作者個人成長講座系列： 超越壓力、衝破困境、繼續成長、活得精彩	林孟平教授（香港教育研究所） 陸嘉賢先生（資深物理治療師）
11/2/2006	教育工作者個人成長講座系列： 整合輔導、生活與信仰的經歷——問的勇氣	陳廷三博士（香港教育研究所）

Forthcoming Conferences

2006 International Conference on Counselling: Counselling Youth in Transition – Innovations in Research and Practice

Jointly organized by the Hong Kong Professional Counselling Association (HKPCA), HKIER, the Department of Educational Psychology and the Faculty of Education of CUHK, the conference will be held on 27 May 2006. Three renowned experts in counselling psychology, with respective specializations in youth development, educational psychology, and psychological assessment—Dr. Jean Peterson, a counselor educator at Purdue University; Dr. Choi Yuen-wan, Philemon, the Hon. General Secretary of Breakthrough; and Dr. Kwan Kwong-liem, associate professor at the University of Missouri at Columbia—are invited to deliver keynote addresses at the conference. Papers will be selected from the proposals submitted by the public for presentation and local experts will be invited to speak on special topics of the field.

The conference will provide a forum for researchers and practitioners, scholars, counsellors, and experts in youth counselling to share their practice approach and methods in helping youths make successful life transitions. The findings and experi-

ence of these exchanges will shed lights on the development of interventions and promotion of youth development schemes. It will be a rewarding and refreshing experience for counselling, educational, social service, and psychological professionals.

Website: http://www.fed.cuhk.edu.hk/~hkier/HKPCA_Conference

「學校改進與夥伴協作」研討會

香港中文大學以夥伴協作形式進行學校改進計劃已有多多年，今年6月3日（星期六）將於大學校園舉行兩岸四地「學校改進與夥伴協作」研討會。這是一個難得的機會，把中國內地、香港、台灣及澳門四地研究學校改進的學者、香港中文大學綜合型學校發展計劃的經驗及香港學校前線教育工作者的實踐三結合，組織及提供有助學校持續改進的建議，並透過經驗更廣泛地帶動華人社會在學校改進工作上有更深層的探究。

主題講者包括香港中文大學盧乃桂教授，華東師範大學葉瀾教授、霍益萍教授，首都師範大學寧虹教授及國立台灣師範大學潘慧玲教授、甄曉蘭教授。特邀講者則包括華東師範大學王建軍教授、楊小微教授，國立台灣師範大學高新建教授，北京師範大學高鴻源教授，澳門大學單文經教授及南京大學操太聖博士。

「優質學校改進計劃」學校發展主任亦會發表論文，總結香港的學校改進經驗。另更邀請有夥伴協作經驗的專家、前線教師和校長就不同的問題進行分組研討。詳情可參閱本所網頁 www.fed.cuhk.edu.hk/~hkier/。查詢電話：2948 3202

兩岸四地地理教育研討會

兩岸四地的地理教育發展不盡相同，但面對的問題及境況卻有很多借鏡之處。香港及澳門自回歸後，貫穿四地的研討會不少，卻從未有專門探討地理教育的研討會。今次由全國地理教學研究會、香港中文大學教育學院、課程與教學學系和香港教育研究所特意合辦的研討會，正好讓兩岸四地的專家及前線教師聚首一堂，互相交流經驗，俾能促進地理教育的發展。

香港中文大學課程與教學學系承辦了全國地理教學研究會籌辦之「兩岸四地地理教育研討會」，並定於2006年11月4日在香港中文大學舉行。是次研討會將探討香港地理課程變革的現狀及歷史。詳情可瀏覽 http://www.fed.cuhk.edu.hk/~hkier/geo_Conference

Programmes for Professional Development

價值教育文學碩士課程 Master of Arts Programme in Values Education

價值教育為何值得關注？以學校教育為例，至少有四方面的原因。首先，是要重新確立教育的意義、目的和價值。這可見於教育統籌局從1999年以來已提出有關教育目標的議論，至近期再強調需要培養的五項核心價值。其次，近年的課程改革把道德與公民教育列為四大關鍵項目之一，而這正是價值教育的核心；況且學校也需要與家庭和社區合作，培養新一代有道德修養的公民。第三，建議中的課程分為八個主要學習範疇，都涉及不同情況的價值學習，其中在「個人、社會及人文教育」學習範疇及其相關的會考程度或初中程度的「綜合人文科」（Integrated Humanities），關涉態度和價值觀的教與學最為明顯。最後，新高中課程所倡議的第四必修科「通識教育科」（Liberal Studies），不論在課程目標或三個學習領域（特別是「自我和個人發展」）上，皆訂明價值的教學需要。

那麼，「如何培養青少年的價值觀」便成為價值教育工作者迫切關心的問題。價值教育文學碩士課程是香港同類課程的先驅，設立目的在於提供有系統的培訓課程給有志於價值教育的人士，包括教師、青少年服務工作者、關愛服務工作者、校董、校長、課程策劃者、媒體工作者、教牧同工和家長等，幫助他們在教育的脈絡下作價值論的探究，並探尋不同種類的價值教育，讓他們於所在崗位推行價值教育。因此，本課程不單照顧學員的需要，還照顧學員的身分認同、處境或實踐場所。

本課程為兩年制授課式（兼讀）課程，詳情可瀏覽 <http://www.fed.cuhk.edu.hk/~hkier>，或致電2609 6963 / 3163 4363查詢。

Development Projects

「優質學校改進計劃」

跨校活動

信心老師暨跨校優質圈（數學科）

這次跨校活動的對象為小學數學科老師及課程主任。活動有兩個目的：（1）在校內建立「信心老師」——信心老師是校內先導老師，率先實踐及發展教學新元素；他/她是學校自強組織的中堅分子，願意開放課室給校內同工。強化「信心老師」的本科知識、教學能力及自我優化能力。（2）探究各數學範疇教學規律，掌握關心學生學習能力的程度和學習發展過程，組織校內同工分享和總結經驗，建立團隊理念及共進文化。

2005 - 2006 年度由劉應泉先生帶領主持「信心老師」的活動。曾開設的專題包括：（1）有效（數學）課堂必備元素；（2）概念教學；（3）應用題教學；（4）範疇教學規律；（5）數學遊戲；（6）觀課、課堂分析及評課要訣；及（7）全港性系統評估（TSA）。計劃可應學校需要增開專題。

這項計劃會與信心老師總結經驗，並應友校要求到校分享。2005 - 2006 年度曾到友校分享的主題計有：（1）小學數學課堂教學注意事項、課本式教學設計；（2）小學數學觀課；（3）小學數學範疇、IT 教學；及（4）小學數學評估、備課。

歡迎各小學預約信心老師到校交流。最合適時段為星期五下午。聯絡電話：2948 3200，2948 3202。



Research and Development Centres

學校發展及評估組

— 2005-2006 年活動簡介

學校發展及評估組是香港教育研究所香港教育領導發展中心轄下的一個組別，成立於2000年，至今曾舉辦11個為期一、兩年的學校發展及自評計劃，合共服務了286所學校，包括幼稚園、小學、中學及特殊學校。本組秉承成立的使命，協助學校持續發展，建構學校為學習型組織；推動學校變革、促進學校制訂自評機制和提升學校的自評意識，以面對教育改革帶來的挑戰。

本學年共服務85所學校，現正進行的計劃有四個：

1. 「建構學校為學習型組織」的兩年制計劃(優質教育基金計劃)
2. 「學校自我評估、校外核實與可持續發展」一年制計劃
3. 「自我評估及延續學校發展(教與學)」一年制計劃
4. 「校本學校發展」一年制計劃

組織的生命力與持續發展和自我提升有不可分割的關係。為更好地裝備自己，提升優質服務的要求和實踐技巧，本組主管彭新強教授於2005年5月參加了在美國波士頓由 Chris Argyris 教授主講的「行動設計」五天培訓課程。為了解直資學校的教學和運作模式，彭教授和五位學校發展主任於同年11月參觀了真道書院和林大輝中學，除觀課外，更與校長、教師交流學習。全組工作人員亦於2006年1月進行整天的集思會，匯聚前線和支援工作人員的智慧，反思計劃的成效和規劃未來的發展。此外，我們還參加了由教育統籌局質素視學保證科主辦的獨立校外評核員培訓課程。彭教授已完成了實習，而學校發展主任現正在不同時段派到學校實習校外核實的歷程，成為教育統籌局認可的獨立學校評核員。

為了緊密配合教改「學會學習」的要求，本組除了推出過往的學校自我評估計劃，更於5月6日推出一個嶄新的計劃：「學會學習：元認知在學與教的應用」。培訓內容包括：單元培訓、全校工作坊、指標量度、到校顧問支援和觀課等活動。



學校發展及評估組組員進行集思會情形

The Hong Kong Centre for the Development of Educational Leadership

In this issue we introduce one recent programme designed to aid leadership learning of front-line/mid-level leaders in Hong Kong international schools.



Leading Upstream

Leading Upstream: A learning programme for front-line leaders in international schools is a demanding yet supportive programme designed to help mid-level leaders and other educators who are prepared to look

inward, outward and forward in their quest to become exceptional leaders. It is geared for educators who see the value in working closely with and learning from colleagues, and who recognize that leadership learning travels by many and varied paths. It targets heads of subjects, heads of year, heads of house, heads of faculty and other leaders. *Leading Upstream* engages participants (hereafter called Upstream Leaders) in an intensive professional learning programme over a 14-month period aimed at developing their leadership as well as the leadership capacity of their schools.

Leading

Upstream

integrates

necessary

management

skills with

leadership

concepts and

themes in

order to

develop well-

rounded school

leaders. In

addition to

clarifying their

own leadership values, participants develop interpersonal skills,

management techniques, partnership skills, action research

capabilities, and self-assessment capabilities. *Leading Upstream* is

built around an experiential learning approach and emphasises

collaboration and professional sharing. Upstream Leaders have

considerable flexibility, but within a structured array of stimulus

activities and a collaborative network of international educators.

Activities are delivered in electronic and face-to-face modes.

At the heart of *Leading Upstream* is a group of carefully selected

Sponsors and approximately 15 learning sets called Tripods. A

Leading Upstream Sponsor is a recognized, experienced and



effective practitioner who formally agrees to “sponsor” (i.e., to advise and support) two mid-level leaders during the programme. A Sponsor has three inter-related roles— peer mentor, leadership coach and professional advisor. This configuration was designed to facilitate support and learning, and responsibility could be spread.

The programme moves through 5 basic phases over approximately 14 months and is designed to fit the schedule of practicing educational leaders without sacrificing quality. The five phases are (1) Getting Started, (2) Gateways to Learning, (3) Building Leadership Capacity, (4) Applying Leadership, and (5) Being Strategic. The programme involves about 154 hours, formally scheduled face-to-face meetings, electronic meetings and assignments, and a demanding Action Learning Project (ALP). Participants are required to carry out a series of structured investigations in their schools, submit 5 reflective journal reports tracking personal learning and reacting to more theoretical inputs, make oral presentations and submit as well as present on two occasions of their ALPs.

Leading Upstream is being evaluated internally and externally on an ongoing basis. A rigorous quality assurance scheme has been initiated and an external/international QA consultant engaged. During the first year we hope to learn more about what works and why it works, and use this to continuously enhance the effectiveness of the programme.

To know more about the *Leading Upstream*, please visit the Upstream website (<http://www3.fed.cuhk.edu.hk/eldevnet/Upstream.asp>).

- Allan Walker

Upstream Development Team

- Allan Walker
- Terry Quong
- Graham Ranger
- Chris Durbin
- Debra Gardiner
- Richard Dyer
- Fran Sharman
- Ian Baker

Centre for the Advancement of Information Technology in Education

資訊科技教育促進中心

Established in 2005, the Centre for the Advancement of Information Technology in Education (CAITE) has been actively involved in research, professional development, and international collaboration in the field of Information Technology in Education.

Recently, CAITE members have attended two international conferences, including the Hong Kong IT in Education Conference held on 6 – 8 February, 2006 and the Edutainment Conference held on 16 – 19 April, 2006 in Hanzhou. Ten papers were published.

In the next few months, CAITE will continuously organize numerous activities. The upcoming one will be a seminar on “Teaching Without Classroom Wall” on 23 May, in collaboration with the Society of International Chinese in Education Technology (SICET). A group of overseas scholars have been invited to share their experiences in applying information technology in teaching. The seminar will be focused on ways to *make online learning and mobile learning an effective, efficient, and appealing learning experience*. Another upcoming conference will be the Guangzhou–Hong Kong–Macau IT in Education Conference, which will be held in July this year.

For enquiries, please contact Ms. Law at 2603 6729.

Hong Kong Centre for International Student Assessment

HKPISA 2006 Main Study

After the completion of the field trial and a series of business and training meetings, we start preparing for the Main Study of HKPISA 2006 (formally titled “Programme for International Student Assessment 2006 in Hong Kong”) in April and May.

A total of 147 schools and around 25,500 15-year-old students in Hong Kong alongside their counterparts in 54 countries will participate in the Main Study which will be launched in May and June 2006.

Now the preparation for HKPISA 2006 is underway and we are expecting its successful implementation with the assistance from 33 Test Administrators recruited from students of the Faculty of Education, CUHK. About 20 more student-teachers will also be recruited as test coders or markers. Besides being a part-time job, this will be a good opportunity for their professional development too.

OECD/HKPISA Centre Collaborative Workshop on IRT and Multilevel Analysis

In late March, OECD and HKPISA Centre jointly organized two training workshops on “Application of Item Response Theory to PISA” and “Multilevel Analysis Using the PISA Database”. The workshops had attracted educators, researchers and government officials from Canada, Germany, Japan, Spain, Sweden, Macau and Taiwan.

Participants in the workshops were also welcomed by Prof. Esther Ho, the Director of HKPISA Centre, in a visit to the Centre. Prof. Ho explained to the international peers the significance of HKPISA and how the Main Study is prepared. Therefore, the workshops had provided an excellent opportunity for collegial exchange.

Research Project in Macau

HKPISA Centre is also currently conducting a project in Macau titled “Parents’ view on educational reform, school education and children’s development” commissioned by the Education and Youth Affairs Bureau of the Macao SAR Government. The main aim of this project is to explore parents’ views on the current formal educational services provided by schools in Macau.

The first stage of the project mainly consists of qualitative data collection through documentary analysis and a series of focus group interviews with parents who have children attending kindergarten, primary or secondary schools. Now the project has moved onto its second stage of quantitative data collection by a large-scale survey using questionnaires. A total of 10,000 parents whose children are attending formal education in 54 schools will be involved. The final research report is expected to be published in November 2006.

普通話教育研究及發展中心

謝小慶教授、李小凡教授主持專題講座

中心於今年1月14日和21日續辦名家名師談普通話教與學系列講座，特別邀請北京語言大學漢語水平考試中心副主任謝小慶教授、北京大學中文系李小凡教授作專題講座。兩次活動反應熱烈，吸引過百名參加者。

謝小慶教授是主持中國漢語水平考試（HSK）的語言測試研究專家，講題為〈語言測試的質量控制〉。他從科舉考試講起，闡述考試具有公平、公開、競爭的形式的同時，還必須減少考試帶來的負面效應，並具有科學化的內容，這只有通過語言測試的質量控制來實現。謝教授論述了語言測試的主要質量指標和語言質量控制的主要環節。李小凡教授從事漢語方言研究多年，在方言語法的研究領域有傑出的成就。他的演講題目是〈普通話體貌助詞「了」與「著」的糾纏——現代漢語句法歧義拾零〉，他闡述了句法中「了」與「著」的差異，對普通話教學（尤其是語法教學）具有參考價值。

兩位教授在訪港期間，還與修讀普通話教育文學碩士學位課程（MPE）和學位教師高級教育文憑（普通話教育）課程（APE）的學員座談。謝教授、李教授分別以「語言能力是職業能力的核心」和「漢語方言分區問題」跟學員們展開討論，學員們獲益良多，深受啟發。



北京大學中文系李小凡教授（站中位置）於專題講座留影

Publications

Education Policy Studies Series

教育政策研討系列

No. 59 尋找香港高中通識教育的意義 曾榮光

本文首先整理有關高中通識教育的議論，根據通識教育在歐、美的發展檢討其歷史意義，再從教育理念視點的視點出發，整理通識教育在現代社會的普遍意義。對照以上的論述，本文將檢示及批評建議的高中通識教育課程。（32頁，平裝，20元）

School Education Reform Series

學校教育改革系列

No. 24 新修訂中學中國語文課程下的學科課程領導：角色、風格、所遇困難、解難策略和專業成長 黃顯華、李玉蓉

本研究是「新修訂中學中國語文課程實施情況評估研究」的一部分，透過12所學校的資料，探討在首兩年實施新修訂中學中國語文課程期間，課程領導在科組的角色、領導風格、所遇困難和解決方法，以及影響其專業成長的因素。根據研究結果，作者在學校層面、制度層面和研究方向上作出建議。（60頁，平裝）

No. 25 新修訂中學中國語文課程下教師工作文化的轉變 黃顯華、李玉蓉

本研究是「新修訂中學中國語文課程實施情況評估研究」的一部分，透過57所學校的問卷調查、12所學校的質化跟進探究和2所學校的個案研究資料，探討在首兩年實施新修訂中學中國語文課程期間，教師工作文化的轉變及其與科組教學改進的關係、溝通機制的引入狀況，以及促使教師工作文化轉變的原因。根據研究結果，作者在學校層面、制度層面和未來的研究方向上作出建議。（64頁，平裝）

No. 26 教師對新修訂中學中國語文課程的關注程度 湯才偉、黃顯華

現行新修訂中學中國語文課程自2002年9月從中一級推行，期間教師對新課程的關注程度直接影響新課程推行的成效。本研究向247位中學中文科教師進行問卷調查，研究結果將有助我們理解教師對新課程的需求，從而針對性地作出支援。本研究的另一目的，是為了解教育署就新課程構思進行的「試行計劃」對曾參與和未曾參與的教師在關注階段的

影響，相信這對日後推行新課程具參考意義。

(32 頁，平裝)

[No. 24-26 的系列屬香港教育統籌局委託大專院校進行的獨立評鑑研究]

No. 28 學校改進行動：用「心」的班級經營

江哲光、何碧愉

一所接收第三組別學生且面臨縮班危機的中學，在新任校長領導和老師要求變革的情況下，從中一級起著手變革，改變學生和家長對學校的觀感和態度。學校邀得香港中文大學「優質學校行動」計劃協助，由學校發展主任培訓中一班主任並協助老師策劃「中一導入活動」和「班級經營策略」。經過一年艱辛的經營，老師均感到學生和家長有正面的轉變。本文詳細報告轉變的過程，探討其原因，並討論上述經驗對香港教育改革和學校改進的意義和啓示。(56 頁，平裝，20 元)

No. 29 Can Teacher Leadership Contribute to Secondary School Revitalization in Hong Kong?

Candice Fung-han Ng

This study illuminated four issues about teacher leadership and school revitalization. First, teacher leadership is a blend of personality and chemistry arising from teachers' responses to developments not only within, but also outside the educational context. Second, teacher leadership contributes to secondary school revitalization when both teacher leaders and their principal engage themselves together through parallel leadership for improved student learning. Third, both school reculturing and school restructuring are prerequisites of school revitalization. Last, the culture in which teachers find themselves has a strong impact on the extent of leadership exercised by them.

(44 pages, paperback, \$20)

No. 30 新修訂中學中國語文課程下科主任的領導工作：專業知識與協作的提升

湯才偉、呂斌

新修訂中學中國語文課程在設計理念、選取學習材料均上與舊課程有很大分別，在教學原則等重大問題上也注入了新的理念，因此亦相應提高對教師專業能力的要求。中文科主任如何在校內指導、推行課程改革，提升教師所擁有的知識和技能，甚至改變教師對課程與教學的態度，對學校的課程發展和新課程的落實起着關鍵的作用。本文透過分析本港一所中學中文科組的一些重要現象，探討推行新課程過程中，教師專業知識與協作兩方面的情況，以及科主任提升教師專業知識和促進協作的具體工作。(36 頁，平裝，20 元)

Journals 學報

Education Journal

Vol. 33 Nos. 1-2 (2005)

Educational Research Journal

Vol. 20 No. 2 (2005)

Journal of Basic Education

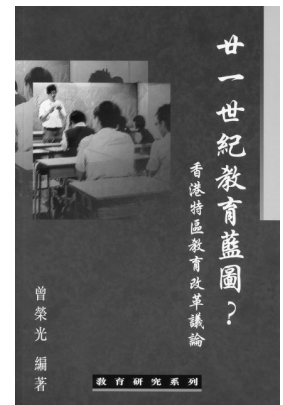
Vol. 14 No. 2 (2005)

Academic Titles 學術書籍

廿一世紀教育藍圖？香港特區教育改革議論

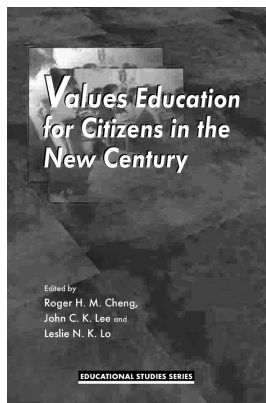
曾榮光編著

為配合知識型經濟的發展和面對新世紀的挑戰，香港政府在 1999 年起發表了四份有關教育改革的諮詢文件，為廿一世紀的特區教育訂下發展藍圖。但這號稱「廿一世紀教育藍圖」改革大業的本質、意義與影響，卻似乎仍屬言人人殊，未有共識。本書是香港中文大學教育學院的一群老師以其專業，撰文剖析這些政策文件的教育意義與影響。文章既有從資源分配探討教育開支，也有從課程理論闡釋改革的基礎等等，是了解香港特區教育發展及改革非常重要的參考書。(416 頁，平裝，150 元)



Values Education for Citizens in the New Century

Edited by Roger H. M. Cheng, John C. K. Lee, & Leslie N. K. Lo



The book is a collection of papers by experts in Education in various places of the world on the theory and practice of values education in global contexts. The chapters are divided into three parts, which respectively deal with theoretical exploration, varieties, and issues in values education for citizens. The current issues in Australia, the United Kingdom, Hong Kong, Macau, and Thailand are discussed, leading us to the important question of how commonly shared values and multiculturalism can be balanced in

values education. The book will be a valuable and useful reference for the professional community of education in general and values education in particular. (390 pages, paperback, \$180)

For more details, please visit our website at <http://www.fed.cuhk.edu.hk/~hkier/>

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