

HKIER Newsletter

May 2014 Issue No. 36



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 Notes and Innovations

翻轉課堂

2014年2月15日，香港教育研究所與香港中文大學教育學院合辦了「網上教學與翻轉課堂」研討會，共有約五百多名教師、校長、教育局同工，以及香港、澳門專上學院老師及行政人員參加，其中五分之一是校長或副校長，四分之一是科主任。在研討會討論環節，教育局常任秘書長謝凌潔貞女士亦跟與會者分享所想；她指出，教師若能善用電腦科技，將能更好地利用課堂時間處理難點、重點，並有更多時間和機會與學生討論和互動，科技是協助而非取代教師的工作。會後問卷調查顯示，九成與會者認為「翻轉課堂」值得大力推廣，亦有興趣參與同類活動。

本期通訊請來香港中文大學副校長、教育心理學卓敏講座教授、香港教育研究所聯席所長侯傑泰教授，與我們分享甚麼是「翻轉課堂」。

編：「翻轉課堂」聽來像是「反轉課堂」，它是否與顛覆課堂或與課室秩序有關的呢？

侯：有些人聽到課堂給「翻轉」或「反轉」了，必定秩序大亂。事實上，它與課室秩序無關，反而與課堂教學次序及設計有關。

編：「翻轉課堂」的教學次序是怎樣的？

侯：在談「翻轉課堂」之前，首先要談談傳統課堂教學是怎樣的。傳統的課堂教學是老師大班授課，講授或帶領學生討論一些基本知識，針對的是陳述性知識或簡單的應用，學生回家後則須自行解決較艱深的應用、分析及綜合類難題。

「翻轉課堂」的英文是 flip teaching、flipped classroom 或 reverse teaching；換言之，它的教學次序跟傳統課堂倒轉。在「翻轉課堂」，學生須在課前先自行預習，例如在家中預先觀看或閱讀一些介紹基本知識的教材，掌握基本學習內容；上課時，老師則利用小組、大組討論及活動等，帶領學生探討課程較艱深的部分。可見，所謂「翻轉」，是把傳統的「班上大組講授基礎知識」加「個人家中練習艱深難題」翻轉成為「個人家中學習基礎知識」加「班上小組解決艱深難題」。

In this Issue

- 1 Research Notes and Innovations
- 3 Research Programmes
- 5 Research and Development Centres
- 9 Development Projects
- 11 Academic Publications
- 12 Conferences, Seminars and Public Lectures

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

© The Chinese University of Hong Kong

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

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

編：「翻轉課堂」是否因網上教學的出現而興起？

侯：這並不盡然。「翻轉課堂」並非新事物，很多研究院課程都有使用這種教學形式，每節課都是學生與老師討論一些學生在家預先閱讀的文章。中國內地不少較為著名的中、小學，亦都要求學生在家預習，這可算是利用印刷教材的「翻轉課堂」。無疑，近年大規模開放式（免費）網上課程（massive open online courses）紛紛湧現，加上現今網絡速度極高，製作短片又十分容易，或多或少都促使老師利用自製教材短片進行「翻轉課堂」。

編：新加坡、美國、台灣等地好像已經試行「翻轉課堂」，情況怎樣？

侯：我曾經在香港向百多名富經驗的教師和校長查問有否聽過「翻轉課堂」，當中只有一兩個人聽過。反觀新加坡，在一次當地的教育研討會中，就有不同教學單位對「翻轉課堂」的五篇試行報告。在該研討會中，當地亦有一名小學老師大力推廣介紹；他在沒有教育當局或大學的支持下，兩年多以來自行不斷嘗試「翻轉課堂」，並熱心推動，自設網上群組，與當地教師分享經驗，其專業態度、教學熱誠和前瞻視野，值得我們欽佩和學習。

編：製作網上教材，會否很費時失事？

侯：很多老師都會覺得在繁重的教學工作之外，還要製作網上教材，既繁複又費時，實在難以開展。其實，很多這類短片的製作都很簡單。上面提到的那位新加坡小學老師，起初進行「翻轉課堂」時，正是為了既不影響教學質素，又可降低自己工作量而這樣做的。我於七、八年前，為了減少一些果效不高的重複工作，開始製作網上課件。我和這位小學老師的動機可說不謀而合。網上課件若設計得宜，不單可以減低老師工作量，學生的學習果效亦必可大大提高。

編：何不取用互聯網上的教材，免卻自行製作的工夫？

侯：這要考慮兩方面：語言和內容。在香港的中、小學，除英文科以外，其餘科目大都以廣州話講授；況且，不同國家或地區的課程內容亦有

很大差異，要隨取即用，實在不易。因此，本地老師需要自行摸索和設計用於「翻轉課堂」的教材，香港教育局或優質教育基金亦應支持這方面的試驗計劃，期望能製作出全港學校都能共享的教材。新加坡大學的陳祝全校長在亞太國際教育協會校長論壇中曾提醒我們，網上教材不應只是另一個學習平台，它更要做到提升學習果效。

編：面對新加坡等地的「翻轉課堂」，香港的教育該如何走？

侯：「翻轉課堂」及類似的電腦輔助教學，亦能協助解決課堂學生學習差異的問題。一些能力稍遜、上課時不敢發問的學生，現在可以多次翻看網上課程，增進對課題的了解。以往，老師難於安排應考公開試的學生一同回校補課，如今他們可將一些課程放在網上，各學生則可按自己時間修讀或溫習。將部分課堂學習改以遙距模式上課，看來勢不可擋。

香港學生在很多國際學能表現評估中（如 PISA、TIMSS）均名列前茅，世界各國都會參考香港的課程改革，但如今，不少國際教師教育專家所談的更多是新加坡的課程及經驗。香港應要提高教師及校長的專業性，而當中涉及甚多課題，包括教師職前培訓、在職進修、專業態度、師訓院校工作方向等。我相信，香港教育工作者的專業性不低，但如何令校長、教師、師訓機構與教育局攜手合作，保持本身優勢並向前邁進，挑戰仍不少。

侯傑泰教授跟研討會參加者
分享「翻轉課堂」



Research Programme on Education Quality

Programme for International Student Assessment 2012 (Hong Kong)

Principal Investigator: Esther Sui-chu Ho

The Hong Kong Centre for International Student Assessment (HKPISA Centre) released the survey results of Programme for International Student Assessment 2012 (PISA 2012) on 3 December 2013. During April to May 2012, about 5,000 students from 148 schools (including government, aided, and independent schools) participated in the PISA

assessment of student performance in mathematics, science, and reading.

The survey reveals that Hong Kong's 15-year-old students again stand in the top tier among 65 countries and regions. Specifically, Hong Kong students rank third in mathematics and second in both reading and science (Tables 1 and 2).

Table 1: Comparison of Hong Kong Students' Performance in Mathematical, Scientific, and Reading Literacies in PISA from 2000+ to 2012

Cycle	Mathematics		Science		Reading	
	Mean	SE	Mean	SE	Mean	SE
2000+ ^Δ	560	3.3	541	3.0	525	2.9
2003	550	4.5	539	4.3	510	3.7
2006	547	2.7	542	2.5	536	2.4
2009	555	2.7	549	2.8	533	2.1
2012	561 [#]	3.2	555 ^{##}	2.6	545 ^{###}	2.8

^Δ PISA 2000+ was administered in 2002.

[#] indicates significant difference in mathematics performance between 2012 and 2006.

^{##} indicates significant differences in science performance between 2012 and 2006, 2012 and 2003, 2012 and 2000+.

^{###} indicates significant differences in reading performance between 2012 and 2009, 2012 and 2006, 2012 and 2003, 2012 and 2000+.

Table 2: Performance of 15-year-old Students in Mathematical, Scientific, and Reading Literacy in PISA 2012 (Top Ten Countries/Economies)

Mathematics			Science			Reading		
Countries/economies	Mean	SE	Countries/economies	Mean	SE	Countries/economies	Mean	SE
Shanghai, China	613	3.3	Shanghai, China	580	3.0	Shanghai, China	570	2.9
Singapore	573	1.3	Hong Kong, China	555	2.6	Hong Kong, China	545	2.8
Hong Kong, China	561	3.2	Singapore	551	1.5	Singapore	542	1.4
Chinese Taipei	560	3.3	Japan	547	3.6	Japan	538	3.7
Korea	554	4.6	Finland	545	2.2	Korea	536	3.9
Macao, China	538	1.0	Estonia	541	1.9	Finland	524	2.4
Japan	536	3.6	Korea	538	3.7	Ireland	523	2.6
Liechtenstein	535	4.0	Vietnam	528	4.3	Chinese Taipei	523	3.0
Switzerland	531	3.0	Poland	526	3.1	Canada	523	1.9
Netherlands	523	3.5	Canada	525	1.9	Poland	518	3.1
OECD average	494	0.5	OECD average	501	0.5	OECD average	496	0.5

Note: Shaded area indicates scores significantly different from those of Hong Kong.

Regarding equity in education, the difference in performance between students of different socio-economic backgrounds has remained small since PISA 2000+. Moreover, the impact of socio-economic status (SES) aggregated at the school level is considerably reduced but remains significant. Taken together, these changes suggest that basic education in Hong Kong is heading towards a quality education with equality. However, it is found that the within-school difference of student performance has increased (Table 3), suggesting that the academic ability of students within school is more diverse. As such, how secondary school teachers should equip themselves, and what support measures the education authority should provide to schools in order to take care of the increasing learning diversity of students in schools would be a timely agenda for research.

Equality in education in terms of how students' gender and immigrant status affect their performance in schools is also examined. Significant gender difference is still evident in the performance of both mathematics and reading. Boys outperform girls by 15 points in mathematics and girls outperform boys by 25 points in reading. Also, the performance of immigrant students who were born outside Hong Kong is significantly poorer than that of local-born students, with a difference up to 20 to 26 points. Although the disadvantage of immigrant students appears to reduce over time, it is still significant. Coordinated efforts

Table 3: Variance in Student Performance Between and Within Schools

Cycle	Index of academic inclusion	Between-school variance	Within-school variance
2003	51.9	4806 (48.1%)	5184 (51.9%)
2012	57.6	3924 (42.4%)	5330 (57.6%)
Difference (2012-2003)	5.7	-882	146

among stakeholders including parents, educators, researchers, curriculum specialists, publishers and other relevant professionals should be sought to help the disadvantaged students.

Regarding students' self-related cognition and other non-cognitive outcomes, results show that students' self-efficacy and self-concept in mathematics have improved from 2003 to 2012. Yet, the self-concept in mathematics of Hong Kong student is still lower than the OECD average. Students' anxiety towards learning mathematics is still higher than the OECD average in spite of their top mathematics performance among the 65 participating countries and regions. The survey has also collected data concerning other educational issues such as student motivation, school climate, and parental involvement in students' education. These will be further analyzed and reported.



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/~hkpisa

PISA 2012 in Hong Kong: Results Released

In phase with the international release of PISA 2012 results on 3 December 2013, the Hong Kong Centre for International Student Assessment (HKPISA Centre) disseminated the Hong Kong results in a press conference on the same day. Afterwards, a seminar was held for schools, especially those participating in PISA 2012, on 13 December 2013. In this seminar, our research team members reported and analyzed the cognitive performance and the affective aspects of mathematics, science and reading of Hong Kong students in PISA 2012. Over 250 guests, including secondary school principals, teachers, scholars and government officials, participated in this event.

As for the computer-based assessment (CBA), the result was released on 1 April 2014. In the study, CBA problem solving and CBA mathematics were examined for the first time, and digital reading for the second. Among the 44 countries and economies participating in the CBA, Hong Kong students rank fourth in both problem solving and mathematics, and third in reading. The performance in digital reading in 2012 has significantly improved as compared with that in 2009. The nature and impact of students' ICT attitudes and behaviour at home and school on their digital performance have also been explored.

PISA 2015 in Hong Kong: Field Trial in April and May 2014

HKPISA Centre expresses its deepest gratitude to all the schools which offer support to PISA 2015, especially the 39 sampled schools participating in the Field Trial during April and May 2014. Students of the Faculty of Education will be recruited as test coders and they will be responsible for the marking of students' responses under the guidance of our subject experts, which will take place in June. This serves the purpose of providing an experience of professional development for our students besides being a temporary job opportunity.

The 2nd annual meeting of NEQMAP

HKLSA 2nd Wave Completed

Thanks to the continuous support of the PISA participating schools, we successfully implemented the second wave of HKLSA (Longitudinal Study of Adolescents in Hong Kong) survey from January to March this year. We are very grateful to the students and parents from the 118 sampled schools who completed the questionnaires during the hectic times of examination. This wave of survey is particularly informative as it has collected information on students' choices of higher education, which is accompanied by the data of parents' beliefs and support regarding the career planning of their children.

UNESCO Meeting

Prof. Esther Ho, the Centre Director, attended the 2nd annual meeting of the Network for Education Quality Monitoring in the Asia-Pacific Region (NEQMAP) organized by UNESCO in Bangkok, Thailand, on 30–31 March 2014 and presented the topic "Managing International and National Assessments".





The 27th International Congress for School Effectiveness and Improvement (ICSEI) Conference

Refining Education, Learning and Teaching in the 21st Century: The Past, Present and Future of Sustainable School Effectiveness

The team members of the School Development and Evaluation Team (SDET) joined the ICSEI conference in January 2014. The conference was held in Yogyakarta, Indonesia and attracted more than 300 participants (including educational policymakers, practitioners and researchers) from 32 countries of all around the world.

In the conference, Professor Nicholas Pang, together with members of the Global Professional Learning Community Network (GPLCN), presented at a symposium and offered a global view of the education reforms and paradigm shift in the educational policies and administration of different countries. Other team members presented two papers about school transformation, focusing on their existing project: “Quality Early Childhood Education: The Practice of Assessment for Learning (AfL) and the Use of Portfolios in Kindergartens (2012–2015)”. For more details, please refer to the main research foci of the three presentations below.

Symposium: “The Structure and Process of Professional Learning Community: Perspective from Different Countries”

The objectives of the symposium are to review the education reforms, educational policies, organizational structures and administrative processes in schools of different countries from the East and the West. When inquiring into the cross-

cultural perspectives of the mentioned aspects, the participants could examine the effective practices for continuous school improvement and help foster professional learning communities in countries with different socio-cultural contexts.

Paper One: “The Practice of Assessment for Learning Strategies in Hong Kong Kindergartens”

This paper explores the habits of Hong Kong kindergarten teachers in utilizing AfL strategies in their daily teaching. A total of 254 teachers from 20 kindergartens each completed a questionnaire of 60 items and their use of nine AfL strategies was assessed. Results showed that effective questioning and quality feedback were the most frequently used AfL strategies but self-assessment and peer assessment were rarely found in classroom teaching. It is suggested that AfL competence should be one of the main components in kindergarten teacher training in Hong Kong.

- 01 Founding members of the Global Professional Learning Community Network (from front left: Prof. Tzu-bin Lin, Prof. Salleh Hairon, Prof. Dianne Oliver, Prof. Pei-ying Chen, Prof. Nicholas Pang, Prof. Janie Huffman, Prof. Ting Wang)
- 02 From right: Dr. Zoe Leung, Prof. Nicholas Pang, Prof. Alma Harris (President of the ICSEI) and Dr. Imen Fung





Paper Two: “Reflective Practice for Professional Learning and Development in Classroom Teaching”

The paper formulates a theoretical framework that operationalizes the teaching, reflecting and learning cycle. A total of 24 Hong Kong kindergarten teachers reflected on nine AfL strategies yielding descriptive reflection data, while five of the participants were interviewed to generate critical reflection data. Reflection enabled the teachers to go through a professional

enquiry process and benefit from the experiential learning, which contributed significantly to teachers’ professional development and continuous improvement in early childhood settings.

This opportunity to gather with international scholars and educators has provided the team with the most fruitful experience for further professional development. We look forward to more opportunities for professional and academic exchange in the future.



碩士研究生優秀論文獎頒獎禮暨漢語教學講座

普通話教育研究及發展中心特設優秀論文獎，以表揚表現傑出的碩士課程學員。2014年1月25日，「碩士研究生優秀論文獎頒獎禮暨漢語教學講座」順利舉行。本年度得獎者李杰同學為「普通話教育文學碩士學位課程（MPTE）」學員，其得獎論文題目是〈粵方言與普通話口語詞彙系統共性研究——以香港電台節目使用的香港粵語為例〉。論文以《晨光第一線》節目中的香港粵語對話內容為材料，探討普通話和粵方言口語的詞匯共性，了解香港粵語與普通話「異中有同」、「似異實同」之處。

頒獎禮後，頒獎嘉賓張雙慶教授應邀作學術報告，演講題目是〈明清白話小說中的閩粵方言詞匯：學術價值和實用價值〉。張教授為香港中文大學中文系客座教授，擔任本中心普通話教育文學碩士課程學術顧問，對方言學、文字音韻學與明清小說都有深入研究。他以《水滸傳》、《紅樓夢》、《西遊記》等小說出現的方言詞匯為例，指出閩粵方言的學術

價值，包括：為語言發展史提供資料，有助建立語言的詞匯層次，保留漢語詞匯中的豐富詞義等；至於實用價值方面，則包括對判斷語言規範、豐富語文表達帶來貢獻，以及透過分析白話小說中的方言詞匯追溯古典小說的作者身分。張教授認為，有關研究可了解漢語詞匯發展，在研究近代漢語詞匯時應充分利用方言材料，重視現代漢語方言資料的運用。



01 左起：論文導師宋欣橋先生，得獎者李杰同學，頒獎嘉賓張雙慶教授

02 張雙慶教授



02



Research and Development

To empower our education students (both pre-service and in-service teachers) in the Faculty of Education to better understand and experience the educational potential of mobile learning and how mobile devices can be integrated into the process of education, we design Location-Oriented Collaborative Authentic Learning (LOCALe), a blended pedagogical approach to supporting teachers and students to respectively facilitate and pursue outdoor exploratory fieldtrip activities. There are three phases in LOCALe: *Scaffolding*, *Location-aware Exploratory Learning*, and *Debriefing*. Moreover, we develop EagleEye, an integrated mobile

educational system to implement our LOCALe approach. There are four technical components in EagleEye: *Location-aware Exploratory Resource Authoring Tool*, *GPS-supported Exploratory Platform*, *Repository Server*, and *Teacher Console*. Apart from integrating LOCALe and EagleEye into the ITed (information technology in education)

courses in the Faculty's BEd, PGDP, PGDE, and MEd programmes for equipping our students with both pedagogical knowledge and technical skills to adopt mobile learning in their teaching practice, we have transferred our innovation to more than 50 primary and secondary schools in Hong Kong.

Recent Activities



CAITE participated in InnoCarnival 2013 (held at Hong Kong Science Park) to exhibit our technological innovation, EagleEye, which is designed for supporting mobile learning.



Prof. Morris Jong gave an invited talk at Learning and Teaching Expo 2013 (held at Hong Kong Convention and Exhibition Centre). The title of the talk was "Learner-centric eLearning: From a Constructivist Perspective".



CAITE received "Best Poster Award" at Teaching and Learning Innovation Expo 2013 which was co-organized by the Information Technology Services Centre and the Centre for Learning Enhancement And Research, CUHK. The title of the poster was "LOCALe & EagleEye: Equipping Education Students with Pedagogical Knowledge and Technical Skills in Facilitating Outdoor Exploratory Learning".

New Publications

- Jong, M. S. Y., Geng, J., & Jiang, Y. (2014). Application of LearningVillages 2 in collaborative inquiry learning. *China Educational Technology*, 324, 119–124.
- Jong, M. S. Y., Tam, V. W. L., & Huang, L. Y. F. (2014, April). *Teachers' concerns about implementing constructivist online game-based learning in formal education*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA, U.S.
- Shang, J. J., Jong, M. S. Y., Dong, A. M., & Chen, F. (2013). Design and application of game-based online courses based on blended learning theory. In W. K. Will, R. Kwan, G. Lee, J. Lam, & O. Au (Eds.), *Hybrid learning: Theory, application and practice* (pp. 39–46). Hong Kong, China: City University of Hong Kong.



香港中文大學自1998年起推動「優質學校改進計劃」及連串前期計劃，協助本地中、小學及特殊學校全面改進。經歷十多年穩健發展，計劃至今已成為本地最具規模且兼顧主流及特殊教育的專業支援團隊，曾與計劃建立夥伴關係的中、小學及特殊學校已超過450校次。目前，計劃致力將全面學校改進的良好經驗投入不同教育情境，同步開展「優質學校改進計劃：學習差異支援」（QSIP-SLD, 2013-2016）、「優質學校改進計劃：特殊學校支援」（QSIP-SISS, 2012-2015）及「學校起動計劃」（Project WeCan, 2011-2017）三線計劃，分階段協助超過130所本地中學及24所特殊學校推動改進工作。

2013-2014年度聯校教師專業發展日

除提供校本專業支援外，計劃團隊一直致力推動跨校專業交流活動。計劃團隊於本年度繼續為成員學校舉辦聯校教師專業發展日。聯校教師專業發展日是年度最大規模的跨校專業交流活動，計劃會就教育界關注的議題及成員學校的共同需要，於同日進行多場針對學校不同層面、學科及工作範疇的講座及工作坊，讓教師因應個人專長、興趣和需要報名參與。

本年度聯校教師專業發展日的主題為「提升教師能量、照顧學習差異」，計劃團隊編排多元化的講座及工作坊，與參加者交流有關學習差異的理論知識及實踐經驗。參與本年度發展日的中學共34所，人數多達2,000人，是以計劃特別把參與學校分為兩組，於2013年11月29日及12月6日分別假伊利沙伯中學及聖公會林裘謀中學舉行。繼承過去的良好經驗，計劃對參與教師的學習興趣及參與模式已有相當掌握，所設計環節均為學校教師在照顧學習差異時所共同關注的議題，包括學習差異相關理論、不同學科課堂教學實踐、學生培育、領導的角色與責任等不同範疇的改進經驗及知識。根據問卷調查結果，超過九成參加者對各環節抱正面評價，認為分享內容有助加強對於學習差異及相關照顧策略的認識。

「如何透過全校式自主學習照顧差異」分享會

近年，「自主學習」這種鼓勵學生積極學習的方式，日漸受本地學界重視，不少學校紛紛透過推動「自主學習」，以提升學生追尋新知識的興趣和能力。為向本地中學及小學擴散計劃的知識及經驗，計劃

於2014年4月29-30日假香港中文大學崇基學院何添樓，以「如何透過全校式自主學習照顧差異」為題舉行分享會。分享會主要由計劃總監趙志成博士、學校發展主任湯才偉博士、陳可兒博士、呂斌博士及尹志華先生主講，由闡釋「自主學習」的理念開始，歸納出幾種由此發展的實踐取向，並介紹這幾種取向之下的具體推行策略和經驗。這些經驗源自本地、內地以及西方地區，可作學校在整體規劃上的借鑑；分享會並展示如何在課程、教材及教法方面推動學生自主學習。

從是次分享會的報名情況可見，本地中、小學殷切關注「自主學習」這課題。分享會吸引了超過250所中、小學接近600位教師參與；在問答環節，參加者更積極提問及發表意見，達到互相交流及學習之效。計劃有意以「自主學習」照顧差異，向學校提供專業支援，透過全校式、具系統的部署，提升學童的學習質素。



在「如何透過全校式自主學習照顧差異」分享會上，講者與本地中、小學教育同工分享自主學習相關的理念、策略及實踐經驗。

A Step Further
to Achieve Higher
「幸福走多步——
流動學校」計劃

hkier.fed.cuhk.edu.hk/msp

「幸福走多步——流動學校」計劃第二屆結業與展望

「幸福走多步——流動學校」計劃由幸福醫藥黎用冠慈善基金會捐款贊助，以香港中文大學為基地，建立由大學生及專業人士組成的優質同儕網絡。本計劃已於2012至2013年間，協助80多名受生活圈子及條件局限、但有求學動機的高中學生走出課室，到戶外交流並增進生活經驗。計劃以新高中通識科為切入點，讓參加者在通識科主題下，學習公開試課程所需之各種知識、技能、態度，並擴闊生活視野，進而反思一己之生活與期望。

計劃的第二屆活動已於2014年5月3日圓滿結束。回顧各參加者從2013年5月開始，共分九次路線考察不同地點，包括：香港公園、山頂、香港仔、南丫島、元朗、流浮山、屯門、天水圍、石梨貝水塘、深水埗、黃泥涌水塘、陽明山莊、大潭水塘、昂坪、大澳、梅窩、東涌、香港仔華人永遠墳場、跑馬地五大墓園及西貢大浪西灣。參加者在考察前後，均有大學生義工先作簡介及導引，他們從學習而身歷其境，從體驗而至解說，再由解說而回應試題。

就以香港仔及跑馬地墳場考察為例，同學們於出發一星期前，透過義工準備的簡報及閱讀資料，熟識屍體處理、各宗教的禮儀與中國傳統差異的資料，及近年骨灰龕供不應求的城市規劃議題。然後，同學們回家各自為不同名人的事跡搜集資料，例如何啟爵士或蔡元培的故事，並於考察當日輪流簡介自己小組的材料並作討論。過程中，同學更明白生死教育及墳場背後的歷史文化。考察完結後一星期，同學回到香港中文大學校園作考察後的報告，就考察過程所見及擬定的議題討論，並就考察當天的際遇發表個人感受。

整項計劃的策劃、實施以至評鑑，均以課程、戶外教育及分享為定位，在教材、戶外環境與人的互動下，提升同學的通識科知識，使他們珍惜及愛護環境和人際交流。人的質素是本計劃的關鍵，在尊重、樂觀、信任、刻意與關心的啟發潛能教育（invitational education）五大原則下，各大學義工與中學學生彼此分享。

本計劃經歷兩年多試驗，延伸發展了「戶外通識」計劃，有關教材套及計劃的果效將於稍後發表，與各教育界人士分享。此外，本計劃亦正發展「拓展視野」計劃，和香港大學融合及特殊教育研究發展中心及香港失明人協進會籌備傷健義工隊，帶領初中學生學習通識。第三屆「流動學校計劃」亦會於下年度轉入校本課程階段，希望建立校際與校本平台，將通識課程、戶外教育及服務分享延續下去。



01

01 第二屆畢業禮由幸福醫藥黎用冠慈善基金主席黎元輝先生及香港失明人協進會代表主持，同慶義工及畢業生完成學習



02

02 中文大學學生義工與失明人士相處，開拓彼此心靈視野



03

03 拓展視野計劃：中文大學及香港大學學生義工與失明人士遊覽中文大學校園



04

04 憑弔五四運動重要人物北大校長蔡元培教授，反思生命的意義

《教育學報》獲收錄為TSSCI核心期刊

2013年初，香港教育研究所向台灣行政院國家科學委員會（現已更名為科技部）人文社會科學研究中心，申請把《教育學報》收錄進「台灣社會科學引文索引」（TSSCI）。同年11月，台灣方面正式通知本所，《教育學報》已獲接納為TSSCI核心期刊。這是對《教育學報》出版質素的肯定。於此，本所感激《教育學報》現任及過往所有主編及編輯委員會成員對學報所作之貢獻，並期望有更多學者及老師向《教育學報》投稿。稿件可以電郵至以下信箱（hkier-journal@cuhk.edu.hk）。



Journals 學報

Education Journal

Vol. 41 Nos. 1-2

- 微觀政治及其在學校領導之應用
陳幸仁
- 香港中學生完成綜合語文任務的困難與學習期望
祝新華、鄔熾妮
- 校本教研中的教師合作：中國內地一所小學的個案研究
喬雪峰、黎萬紅
- 從PISA剖析家庭社會資本對學生基礎能力的影響
藍郁平、何瑞珠
- The “Why” and “What” of Curriculum Inquiry: Schwab’s *The Practical* Revisited
Zongyi Deng
- The Oversupply of Teachers in Taiwan: Causes and Consequences
Hsiao-Jung Li

Educational Research Journal

Vol. 28 Nos. 1 & 2

Special Issue: Education and Sustainability

Guest Editors: Christopher A. Sink & Mike Bottery

Editorial

- Introduction to the Special Issue on Education and Sustainability
Christopher A. Sink & Mike Bottery

Sustainable Educational Leadership

- Improving Sustainability: What Can Education Learn From Other Complex Systems?
Mike Bottery
- Unleashing Sustainable Leadership in Schools: The Paradox of Distributed Leadership
Tracy Williams

Sustainable Educational Practices

- K-3 School-Wide Reading Model to Improve Literacy Outcomes for Latino English Learners
Jorge Preciado, Erin A. Chaparro, Jean Louise M. Smith, & Hank Fien
- The Importance of School Library Programs for Increased Academic Achievement and Sustainable Education in the United States
Cynthia Strong
- Sustaining Professional School Counseling Through Viable Accountability Practices
Christopher A. Sink & Lauren D. Moore
- Sustaining Education Through Enhanced Collaboration Between Teachers and School Counselors
Suzannah V. Calvery & Jung H. Hyun
- Socially Intelligent Intercultural Education
Lasma Latsone
- Teaching Solitude: Sustainability and the Self, Community and Nature While Alone
Julian Stern

投稿及購書查詢：39436754（梅小姐）

籌辦活動

May 2014
五月

10 (個)

不願敞開的心靈——
輔導可發揮的守護空
間

姚簡少薇女士/香港教育
研究所

Jun 2014
六月

6

照顧有不同教育需要
學生的事業發展

題目1：為讀寫障礙學生
及智力障礙學生設計具
實證基礎的就業計劃

陸秀霞博士/香港中文大學
教育心理學系

題目2：非華語學生：從
文化了解到事業輔導

史思明先生/香港基督教服務
處融匯一少數族裔人士支援
服務中心

(個) 個人成長及家長教育講座系列

生命教育研討日

(上午) 2013/14 學年「協助中學規劃生命
教育計劃」學習經驗分享會暨結業禮

(中午) 「生命教育」教材及參考書推介

(下午) 「生命調適再詮釋，心身社靈還安康」
研討會

日期：2014年6月28日(星期六)

時間：8:45 a.m.-5:45 p.m.

地點：香港中文大學何添樓“-2”樓B6室

費用：上午環節免費；下午環節每位150元

研討會當日上午，四所種籽學校將會分享規劃
經驗及成果，而下午則為一系列研討會，探討與
生命教育相關的課題。

歡迎前線教師及生命教育工作者參加。如欲了解
詳情(包括研討日程序及研討會簡介)，歡迎
聯絡研討會秘書處：

電話：3943 6205 / 3943 4357

網頁：<https://hkier.fed.cuhk.edu.hk/ledc/2014>

(網上報名)

HKIER Officers 香港教育研究所主管人員

Co-Directors
聯席所長

Prof. K. T. 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 the Advancement of Information Technology
in Education 資訊科技教育促進中心

Associate Director
副主任

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