



香港教育研究所

# Newsletter

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

No.1

November 1996

## From the Director

The Hong Kong Institute of Educational Research (HKIER) was established in September 1993. Its founding was made possible by the generous support of the K. P. Tin Foundation and the University. The five million dollar donation of the K. P. Tin Foundation provided the HKIER with sufficient funds for its initial operation.

The HKIER was the first of its kind in Hong Kong when it was first established and has remained so to this day. It is an independent branch of The Chinese University of Hong Kong devoted to research and development for the education enterprise. It is closely linked to the Faculty of Education and taps the wisdom of its staff. The HKIER aims to create an environment conducive to educational studies and free scholarly inquiry within the University and in the education profession. The way to accomplish our goal is through a concerted effort to place emphasis on our five research programmes, publication of two academic journals, books in our Educational Studies Series and instructional materials, and development projects which address the needs of our local teaching profession. Ours is a young but energetic agency that strives to serve the interests of researchers and educators in Hong Kong and abroad.

The HKIER seeks to pool together the strengths of scholars and professionals so that our ideas can flourish and be put into practice. Many of its activities should be of interest to our colleagues in Hong Kong, the Greater China region, and elsewhere in the world.

This newsletter is designed to inform colleagues of its noteworthy events and to share with them the fruit of our endeavors. As the HKIER counts on the many blessings that have been bestowed upon its early development, we gratefully acknowledge the support that has been given by the donors, Government departments, colleagues in the education profession, and, of course, the University. As you read this newsletter, I am sure that there will be a research project or an activity that may draw your interest. Please contact me and I shall put you in touch with a colleague with an appropriate expertise, send you a piece of interesting information, or sign you up for a forthcoming event.

In future issues, and subject to your comments, we shall continue to let you know what we have been doing. I promise that there is something in this newsletter that will attract your attention.

Leslie Lo

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## Research Notes and Innovations

*In this column, research findings and new ideas on research and research related issues will be reported. Below is a summary of findings of a large-scale study on language education policy conducted by staff members of The Chinese University of Hong Kong.*

### Educational and Social Determinants of Language Education Policy

SIU Ping-kee, Department of Educational Psychology, CUHK

TSANG Wing-kwong, Department of Educational Administration & Policy, CUHK

SIU Lai-ping, Teresa, Department of Curriculum & Instruction, CUHK

HUNG Hin-wai, Joseph, Department of English, CUHK

#### Objectives

This study aims to investigate the following problems:

- (1) how bilingual proficiency of Hong Kong school students develop throughout their secondary school career.
- (2) how bilingual proficiency and its developmental pattern differentiate as well as determine the educational attainment of Hong Kong school students. Using the results of Hong Kong Certificate of Education Examination (HKCEE) as indicators of educational attainment, we have substantiated the bilingual threshold for educational attainment and the predictive efficiency of bilingual proficiency on educational attainment.
- (3) how educational attainment is differentially accounted for by the development of language and psychological, school, and social factors via different paths and on different strength of association.

#### Method

The sampling frame consists of all secondary schools in Hong Kong. Thirty-two schools (about 7.5% of the population) with three strata divided by means of the SSPA (Secondary School Place Allocation) results were selected from one of the three random sample lists prepared by the Education Department. These three lists were generated from the total population, each comprising three strata, with 8 schools from the high stratum, 16 from the average and 8 from the low stratum based on the SSPA scores.

All Forms 1, 3 and 5 classes of the 32 sampled schools took part in the study. The testing programme was administered first in 1990 and then in 1992. The programme comprised two language tests (Chinese and English) and a questionnaire which elicited demographic

information and responses in language attitude, academic self-concept, personal aspiration, parental expectation, parents' education, income, and residential condition. HKCEE results in 1990 and 1992 of the respective sampled students were also obtained from the Hong Kong Examinations Authority. Sex distribution of the entire sample is about 51% male and 49% female. Valid cases followed up from Form 1 (90) to Form 3 (92) are 2,133 and from Form 3 (90) to Form 5 (92) are 1,696.

#### Result A

##### Predictive Efficiency of Bilingual Proficiency on Educational Attainment

The longitudinal observations of the bilingual proficiency development of the sampled students yield the following results:

- (1) Bilingual proficiency is a fluid measure. According to the data presented in **Table A**, less than one-third of the sampled students stayed at their initial levels of bilingual proficiency throughout their secondary school career. More than 40% of the sampled students were able to make upward mobility in our six-category ordinal scale. It implies that early streaming by language proficiency may result in a wastage of "talents" and such a wastage may plausibly be as high as 49% as our findings have indicated.
- (2) Our longitudinal data in **Table B** also shows that the efficiency of bilingual proficiency in predicting success in HKCEE, which is measured in terms of obtaining 14 grade-points, is about 11-17% estimated from Form 1, about 14-20% from Form 3, and about 18-24% from Form 5. The findings indicate once again that early selection by language proficiency in Form 1 will plausibly screen out a large portion of able students.

**Table A :** Mobility rates for the six levels of bilinguality across Form 1 (90) and Form 3 (92), and across Form 3 (90) and Form 5 (92)

Types of Mobility	Rates	From F.1 to F.3	From F.3 to F.5
Immobility		30.5%	32.9%
Upward Mobility		49.7%	39.1%
	1 step	23.5%	22.8%
	2 steps	15.5%	9.7%
	3 steps	7.5%	5.4%
	4 steps	2.9%	1.2%
	5 steps	0.3%	0.0%
Downward Mobility		19.8%	28.0%
	1 step	9.9%	14.4%
	2 steps	5.8%	9.0%
	3 steps	2.9%	3.4%
	4 steps	1.1%	0.9%
	5 steps	0.1%	0.3%

**Table B :** Means, STD, and Numbers of the language measures for F5 (92) whole sample and the longitudinal samples of F5 (92), F3 (90), and F1 (90) by groups divided by 14 grade-points guideline in HKCEE

	Sample					
	14 grade-points or plus in HKCEE			14 grade-points minus in HKCEE		
	N	Mean	STD	N	Mean	STD
<b>F5 (92)</b>						
Whole Sample						
Chi Reading	1160	55.48	8.16	4798	48.72	9.93
Eng Reading	1160	60.21	5.38	4798	47.57	9.27
		(19.5%)			(80.5%)	
<b>F5 (92)</b>						
Long. Sample						
Chi Reading	316	55.67	7.96	1099	49.24	8.13
Eng Reading	316	61.43	5.35	1099	48.52	8.02
		(22.3%)			(77.7%)	
<b>F3 (90)</b>						
Long. Sample						
Chi Reading	316	57.76	7.32	1099	49.70	9.30
Eng Reading	316	61.23	8.20	1099	48.93	8.45
Eng Listening	316	59.78	6.68	1099	49.93	8.70
		(22.3%)			(77.7%)	
<b>F1 (90)</b>						
Long. Sample						
Chi Reading	227	58.89	6.47	1487	48.35	9.40
Eng Reading	227	62.57	5.13	1487	48.40	8.54
Eng Listening	227	62.21	6.46	1487	48.36	8.64
		(13.3%)			(86.7%)	

**Result B**

**English Proficiency as Cultural Capital in Hong Kong Secondary School System**

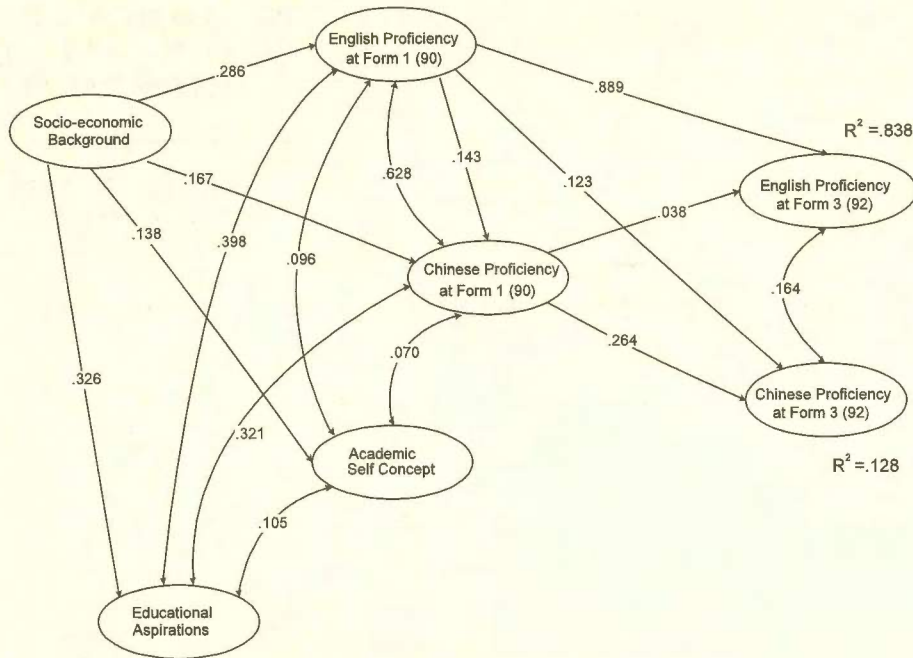
Causal modeling of relations among socio-economic backgrounds, socio-psychological factors, language proficiency and educational attainment (Diagrams A and B) reveals that :

- (1) English proficiency asserts greater effect than Chinese proficiency on the educational attainment of Hong Kong secondary school students.
- (2) Socio-economic backgrounds have greater impact on students' English proficiency than on Chinese.
- (3) Socio-economic backgrounds impose greater effect on English proficiency in lower forms than in upper forms.
- (4) English proficiency has predominated the secondary-

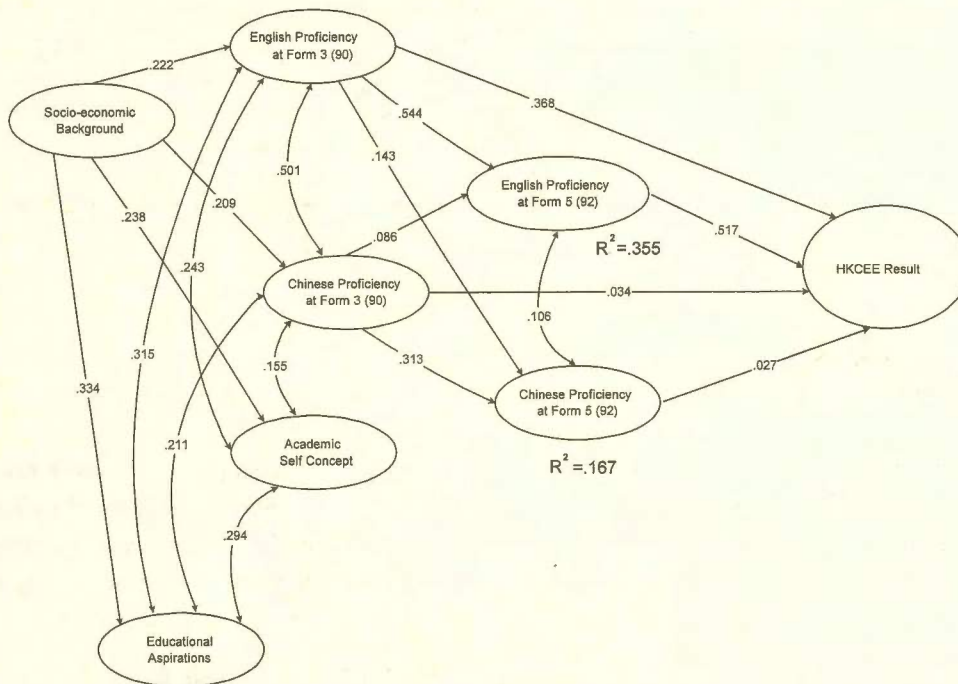
educational attainment process in Hong Kong. It acts as the cultural capital within the colonial schooling system of Hong Kong. It is via this cultural capital that socio-economic status asserts its effect on secondary-educational attainment in Hong Kong.

- (5) Taken together, these findings signify that streaming students by English proficiency at Form 1 may, in fact, be streaming them by socio-economic backgrounds. As a result, students' socio-economic backgrounds within schools may become more homogenous. This, in turn, may constitute social-class segregation within the Hong Kong secondary school system.

**Diagram A : LISREL Analysis of Form 1 to 3 Sample**  
 Causal Model among Socio-economic Background, Socio-psychological Factors, Language Proficiency and Educational Attainment



**Diagram B : LISREL Analysis of Form 3 to 5 Sample**  
 Causal Model among Socio-economic Background, Socio-psychological Factors, Language Proficiency and Educational Attainment



**Explanatory note**

1. For simplicity sake, in the models presented in Diagrams A & B, the observed variables, i.e. x-and y-variables, and their coefficients, i.e. Lambda-x and Lambda-y, and Theta - Epsilon and Theta - Delta have not been incorporated.
2. All the parameters in the models are statistically significant at least at 0.05 level.

## Research Programmes

One of the objectives of the HKIER is to conduct strategic research with strong policy implications for educational development in Hong Kong and China. In relation to this objective, the HKIER has, so far, coordinated 4 long-term, multi-disciplinary research programmes. Each of these programmes consists of a number of research projects.

The tables below summarize these 4 research programmes.

### I. Comparative Studies of Curriculum Design, Development, Implementation and Evaluation of Asia-Pacific Regions (Prof. Wong Hin-wah)

<i>Projects co-ordinated</i>	<i>Principal Investigators</i>
1) Mathematics Curricula for Universal Education: A Comparative Study	Prof. Wong Ngai-ying
2) The Transformation of Curriculum-Making Mechanism in Hong Kong, 1988-1994	Prof. Chung Choi-man
3) An Evaluation of the Feasibility and Problems of Implementing the Target Oriented Curriculum	Prof. Lam Chi-chung
4) The Status and Needs Assessment of Environmental Education in Primary Schools	Prof. Lee Chi-kin
5) An Evaluation of the Design and Implementation of Curriculum and Instructional Materials for Nine-year Universal Education in China's Coastal Regions	Prof. Wong Hin-wah
6) Research and Development Programme on Teaching and Curriculum for Chinese in Primary and Secondary Schools	Prof. Wong Hin-wah
<b>Total Funding : \$1,480,504</b>	

### II. Educational Administration, Leadership and Changes

(Prof. Benjamin Chan & Prof. Cheng Yin-cheong)

<i>Projects co-ordinated</i>	<i>Principal Investigators</i>
1) School-Based Management: Research and Development	Prof. Cheng Yin-cheong
2) Student Behavioral Problems Project in Junior Secondary Schools in Hong Kong	Dr. Ho Kwok-keung
3) Professional Development: Beliefs, Practices and Change	Prof. Allan Walker
4) Transformational Leadership Behavior of Principals in Effective Secular and Religious Schools	Prof. Benjamin Chan
5) A Comparison of the Effects of Different Kinds of Timetables on Secondary Schools	Dr. Ho Kwok-keung
6) Expanding Understandings of School Leadership: Exploration Through Developing a Cultural Lens	Prof. Allan Walker & Prof. Clive Dimmock
7) Organizational Values and Cultures of Government Schools in Hong Kong	Prof. Pang Sun-keung
8) Teacher Participation in Decision Making and School Climate	Prof. Benjamin Chan
<b>Total Funding : \$ 190,800</b>	

### III. Education and Development in China and Chinese Societies (Prof. Lo Nai-kwai, Leslie)

<i>Projects co-ordinated</i>	<i>Principal Investigators</i>
1) Education and Development in South China	Prof. Chung Yue-ping
2) Teacher Education in Chinese Societies	Prof. Wong Hin-wah & Prof. Lo Nai-kwai, Leslie

<i>Projects co-ordinated</i>	<i>Principal Investigators</i>
3) Teacher Education and Development in China	Prof. Mak Chiu-ling
4) Development of Continuing Education in the Coastal Provinces	Prof. Xiao Jin
5) Comparative Study on Non-formal Education Initiated by Three Educators in Modern China: Tao Xingzhi, James Yan, and Liang Shuming	Dr. Zhou Hongyu & Prof. Lo Nai-kwai, Leslie
6) Relevance Education in Rural China	Prof. Lo Nai-kwai, Leslie
<b>Total Funding : \$ 1,037,000</b>	

#### IV. The Education Quality Research Programme

(Prof. Chan Wai-ock, David & Prof. Cheng Yin-cheong)

<i>Projects co-ordinated</i>	<i>Principal Investigators</i>
1) Education Quality in Hong Kong Primary and Secondary Schools: Indicators and Organization Determinants	Prof. Cheng Yin-cheong
2) Change of Teacher Cognition: A New Approach to Quality Enhancement in Teacher Education	Prof. Mak Se-yuen
3) A Study on Parental Conception of Quality Education in Contemporary Chinese Communities	Prof. Man Si-wai & Prof. Lau Kwok-keung
4) Discourse on Education Quality: A Comparative and Historical Study	Prof. Tsang Wing-kwong
5) A Study of the Design, Development and Implementation of Target Oriented Curriculum (TOC) in Hong Kong	Prof. Lam Chi-chung
6) Teaching Strategies and Design to Improve Comprehension and Writing Abilities in Chinese Language	Prof. Ho Man-koon
7) Student Teachers' Reflective Thinking upon Moral Issues in Different Domains	Prof. Wong Wan-chi
8) Display Board Activities for Teaching	Prof. Mak Se-yuen
9) Policy and Development of Hong Kong Primary Education System: An Interpretative Study	Prof. Tsang Wing-kwong & Prof. Mak Chiu-ling
<b>Total Funding : \$ 2,047,000</b>	

#### New Research Programme

We will co-ordinate a new research programme entitled 'Learning Targets and Their Assessment'. This programme involves developing learning targets, exemplars, performance tests and other group-administered paper-and-pencil tests for the primary school curriculum. This research programme is led by Prof. Hau Kit-tai, Chairperson of the Department of Educational Psychology, CUHK.

##### *Research Projects to be conducted:*

- 1) TOC Maths Achievement Test
- 2) Chinese Achievement Test
- 3) Testing Unit

## Conferences, Seminars and Public Lectures

*The HKIER sponsors and organises conferences and other forms of academic meetings in order to promote and enhance academic exchange and facilitate academic collaboration between educators. During the period between April and October, 1996, we have organised 4 international conferences, 5 workshops, 6 seminars, and 3 public lectures. These activities have brought together world renowned scholars from different countries and have provided a forum for the discussion of issues in educational development in Hong Kong and abroad.*

### Conferences

Date	Topic(s)	Speaker(s)
5/4 ~ 6/4/1996	International Conference on Basic Education - Nurturing Competent Teachers for Basic Education	Prof. James Calderhead University of Bath Prof. Alan Tom University of North Carolina Prof. Chen Yong-ming East China Normal University Prof. Ou Yung-sheng National Taipei Teachers College
10/5 ~ 11/5/1996	International Conference on Special Education - Helping Students with Learning Difficulties: An International Perspective	Mr. Nick Crawford University of Hong Kong Mrs. Ruth Lau Education Department Prof. Leong Che-kan University of Saskatchewan Prof. Robert Mulcahy University of Alberta Prof. Brahm Norwich University of London Prof. Tang Shengqin East China Normal University Prof. Margaret C. Wang Temple University Prof. Wu Wu-tien National Taiwan Normal University Mr. K.K. Yung University of Hong Kong
1/6/1996	Conference on Education and National Identity - Hong Kong Education in the 1997 Transition	Prof. Edward Friedman University of Wisconsin-Madison Prof. Bernard Luk Hung-kay University of York Prof. Chang Mou-kwei Academia Sinica, Taiwan
15/6/1996	Vocational & Technical Education for the 2000	Prof. David Stern U.C. Berkeley Dr. Helmut Pütz The German Federal Institute for Vocational Training

### Workshops

Date	Topic(s)	Speaker(s)
4/5/1996	界限與開放—中學性教育工作坊	蔡寶瓊博士 香港中文大學教育行政與政策學系 朱笏綾女士 順利天主教中學 文思慧教授 香港中文大學教育行政與政策學系 吳敏倫教授 香港大學精神治療學系
27/5/1996	Issues in Designing and Implementing Performance-based Assessments	Prof. Eva Baker University of California Prof. Harold F. O'Neil University of Southern California
27/5/1996	Controversial Issues in Large Scale Assessment: Using Appropriate Standards, the Role of Performance-based Assessment, Generalizability and the Value of Testing	Mr. John Fremer Educational Testing Service, Princeton
28/5/1996	The Theory and Practice of Rasch Measurement	Mr. Geoffrey Masters Australian Council for Educational Research
28/5/1996	A Development of Assessment Procedure that Shows the Progress of Children from Entry into School through to the End of Key Stage One	Ms Margaret Follows Spring Park Infant School

**Public Lectures**

Date	Topic(s)	Speaker(s)
10/6/1996	Self-concept: Theory Measurement, Research and Practice	Prof. Herbert Marsh Department of Education (Research), University of Western Sydney
11/6/1996	Students' Evaluations of University Teaching: Implications for Improving Teaching Effectiveness	Prof. Herbert Marsh Department of Education (Research), University of Western Sydney
13/6/1996	Is Ever Too Much: The Number of Indicators per Factor in Confirmatory Factor Analysis	Prof. Herbert Marsh Department of Education (Research), University of Western Sydney

**Seminars**

Date	Topic(s)	Speaker(s)
2/5/1996	Conceptualizing Curriculum Management in an Effective Secondary School: A Micro-Analytical Approach	Prof. Clive Dimmock Department of Educational Administration & Policy, CUHK
16/5/1996	School Leadership for Improving the Quality of Teaching & Learning	Prof. Clive Dimmock Department of Educational Administration & Policy, CUHK
17/5/1996	Advances in Research into Developmental Dyslexia	Prof. Leong Che-kan Department for the Education of Exceptional Children, University of Saskatchewan
30/5/1996	School Restructuring: Principals' Dilemmas and Coping Strategies	Prof. Clive Dimmock Department of Educational Administration & Policy, CUHK
14/6/1996	「九年免費強迫教育目標與實施」座談會	九年免費強迫教育研究小組
25/6/1996	活動課程 - 道德教育的主導課程	戚萬學教授 山東師範大學教育系

**Forthcoming Conferences*****Basic Education in Transition - Challenges and Renewal***  
(過渡期的基礎教育 —— 挑戰與更新)

Date : 5 April, 1997

Organizers : Faculty of Education, CUHK

Hong Kong Institute of Educational Research, CUHK

Hong Kong Primary Education Research Association

Being the eighth in a row, this conference represents continuous efforts towards issues in kindergarten and primary education. It will include keynote speeches by invited distinguished scholars from Mainland China and Taiwan. They will address the area of resources allocation which is recently the focus of increasing local concern.

The conference will also feature paper presentations, workshops and symposia. The conference subthemes include: compulsory education, language education, teacher education, curriculum development and Curriculum Development Institute, counselling and guidance, education quality and resources allocation.



## *Designing Schools for the 21st Century-Considerations for Hong Kong's School Leaders*

**Date :** 28 Feb. (workshop) & 1 Mar. (conference), 1997

**Organizers :** Department of Educational Administration and Policy, CUHK  
Hong Kong Institute of Educational Research, CUHK

The conference and workshop are designed to promote critical reflection of the challenges facing school leaders and teachers and the possible need to redesign and rethink the traditional patterns of schooling in Hong Kong. Participants will be encouraged and prompted in their reflections by a series of short keynote addresses by scholars of national and international repute. The aim is to challenge them with the questions - what kind of schools does Hong Kong need in order to face the 21st century with optimism? What are the responsibilities of school leaders in building such schools?

The one-day workshop will be run by Dr. Alan

Bain, who has transformed a school in New England into what is generally acknowledged to be one of America's leading, most progressive schools. Participants will get hands-on experience of how to transform mediocre schools into exciting places of learning. The one-day conference will follow the workshop and speakers will include Dr. Alan Bain and Professor Brian Rowan from the US, Professor Brian Caldwell from Australia, as well as Professors Clive Dimmock, Allan Walker and Nicholas Pang from the Department of Educational Administration and Policy, The Chinese University of Hong Kong.

**For enquiries, please contact us at Tel: (852) 2609 6928 Fax: (852) 2603 6850 E-mail: wylaw@cuhk.edu.hk**

## **Consultancy Services**

*In light of the rapid development in South China, the Hong Kong Institute of Educational Research has organised a tailor-made academic programme for the Guangdong Province in collaboration with the Provincial Education Commission of Guangdong, Guangdong College of Education and South China Normal University. The programme consists of 9 seminars and workshops conducted in Guangzhou by staff members of the Faculty of Education, CUHK and other invited speakers. These seminars and workshops focussed on current issues and new developments in the field of education.*

### Summary of China Academic Exchange Programme

Theme(s)	Speaker(s)
1) Magnetic Display Board Activities for Language Teaching	Prof. Mak Se-yuen & Ms. Chan Wen-ling
2) Effective Assignment Marking	Prof. Ho Man-koon
3) Building up Educational Leadership and Cultivating School Culture	Mr. Chan Kin-hung
4) Student Counselling	Prof. Lam Man-ping
5) Enhancing Reading Comprehension in English -- Training University Students in the Use of Text-based Reading Strategies	Prof. Chun Ka-wai
6) Application of Computers in the Analysis of English Language and English Teaching	Prof. David Coniam
7) New Approach to Correlational Analysis -- Application of Structural Equation Modeling	Prof. Hau Kit-tai
8) Analyzing the Cost Effectiveness of Education	Prof. Chung Yue-ping
9) Concepts and Design of Curriculum Research	Prof. Wong Hin-wah

## Publications

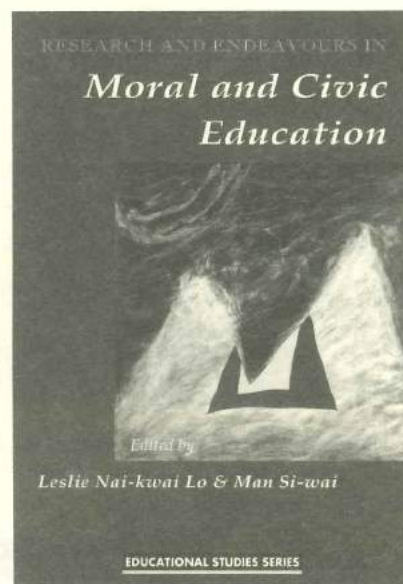
## New Publications

*The Educational Studies Series**Research and Endeavours in Moral and Civic Education*

Edited by Leslie Nai-kwai Lo and Man Si-wai

Moral and civic education does not only stand for a subject of research and studies in its own right. It also crystallizes many important and controversial themes in education across the board. This is because while moral and civic education in particular is closely related to value debates at both the conceptual and practical levels, education in general can never stay far away from value concerns. This volume contains original foundational studies which include a panorama of topics, ranging from modernism vs. postmodernism, global perspective vs. cultural relativity to the institutional-cum-ideological aspect of moral and civic education. Against this backdrop of highly theoretical enquiries, other contributions covering contemporary endeavours of moral and civic education are substantially represented and their message studiously deliberated.

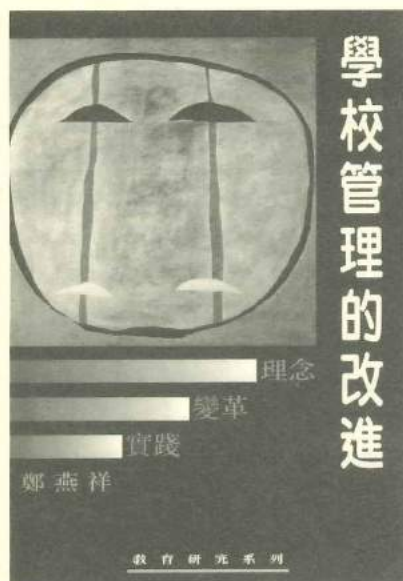
In sum, the articles presented in this volume could be considered a timely contribution to our understanding of moral and civic education. While the topics of interests and scope of investigation may vary from one article to another, the diversity of the authors' cultural and social backgrounds should afford insights into the various dimensions of moral and civic education. Together, they should provide useful information about the dynamics of this rich and complex field of educational studies.



310 pages, paperback, HK\$ 210

## \* 《學校管理的改進：理念、變革與實踐》鄭燕祥著

*Improvement of School Management: Theory, Reform, and Practice*  
Cheng Yin-cheong



204 頁，平裝本，HK\$195

社會急劇發展，教育環境迅速轉變，學校管理工作面臨重大挑戰。改進革新，力求提高學校效能、保證教育素質，是目前每位教育工作者必須關注的課題。本書探討有關學校管理改進的重要理念，分析學校變革發展的各種特性，對學校管理的實踐啓發良多。內容共十章，包括課題有：校本管理的理念、學校管理新措施與策略管理、學校組織變革的特性與策略、學校組織變革的新理念與研究、學校課程改革的組織機制、教職員發展的新理念與實踐、教師教育的網絡理論、學校過程與公民教育的效能及無為而治與學校管理。

本書力求兼顧理論與實踐，適合有興趣於學校管理工作或研究人士參考之用。

- \* 《道德與公民教育：東亞經驗與前瞻》 劉國強、李瑞全編  
*Moral and Civic Education — East Asian Experience and Its Prospect*  
 Edited by Lau Kwok-keung and Lee Shui-chuen

自七十年代開始，東亞地區的日本及亞洲四小龍——南韓、台灣、新加坡、香港——經濟飛躍發展，七十年代末中國開始推行改革開放政策，經濟也跟著急速發展，使東亞地區自八十年代迄今成為全球經濟發展最迅速的地區。東亞地區自進入二十世紀後，經歷了歷史和政治上的巨大轉變：君主專制崩潰、「子民式」的政治轉向為「公民式」的民主政治。近二十年的經濟發展，為社會生活帶來了急劇的變化，傳統農業社會的人倫道德價值受到經濟及商業文明所帶來的過度物質主義與享樂主義的不斷衝擊。如何通過道德與公民教育培養良好的公民，以幫助解決社會、政治、經濟急劇轉變所衍生的種種問題，是東亞地區各個政府與教育家們所越來越需面對的課題。

本書收錄了十五篇論文，既有從理念上反省中國的道德教育傳統；也有從實踐經驗上評述中國、台灣、香港、日本在推行道德與公民教育的一些實況；更有從語言、人性論、兒童心理發展、宗教，及道德決策上的不同角度對道德教育的效果與展望作理論性的反省。

本書的論文，對公民教育，尤其是道德教育，提供了廣闊的視野和深度的反省及檢討，很值得一讀。



300 頁，平裝本，HK\$160

### Occasional Paper No.1

- \* 《目標為本課程：一個遙不可及的理想》(研究報告) 林智中著  
*Target Oriented Curriculum: A dream which will never come true?*  
 Lam Chi-chung

目標為本課程是近年來本港最大型，亦是最具爭議性的課程改革。

本書匯報三所試行目標為本課程小學的個案。研究發現學校面對一些實施困難，其中最重要的是現時教育系統缺乏能力實施如此龐大和複雜的改革。

這書不單只是為學者和研究人員編寫，對課程

改革及目標為本課程有興趣的教師和校長也會有用。了解其他學校所面對的挑戰，可幫助教師和校長在校內推行改革。

全書共六十頁，售價港幣三十元。

查詢或訂購以上書籍請致電 (852) 2609 6999

### Forthcoming Publications

*Education Journal*, vol. 24 no. 1

*Journal of Primary Education*, vol. 6 no. 1 & 2

This volume incorporates a special issue of selected papers which were presented at the International Conference on Basic Education – Nurturing Competent Teachers for Basic Education, held in April 1996.

- \* 《性教育再思 — 教育工作者參考手冊》 文思慧、朱笏綾、吳敏倫、蔡寶瓊編著  
*Handbook for Sex Educators: An Alternative Approach*  
 Written and edited by S.W. Man, K.L. Chu, M.L. Ng, and P.K. Choi

\* Written in Chinese

## Development Projects

*To facilitate and enhance educational development in Hong Kong, the HKIER sponsors development projects of various kinds.*

### Teaching of General Studies Video Programme (常識科教學)

General Studies, a newly developed integrated curriculum, is implemented in primary schools in September 1996. This curriculum integrates the subjects of Social Studies, Primary Science and Health Education. Integrating curriculum involves not only the reorganization of subject content, but also the reorientation of curriculum goals, teaching strategies and assessment emphasis. Regarding this, the Institute in collaboration with the Chinese University Press has designed and produced a teacher education package under the patronage of Curriculum Development

Institute. The package consists of a thirty-minute video programme and a teacher's handbook. Its purposes are to familiarize teachers with the curriculum and instruction of General Studies and to facilitate school-based curriculum planning. Its content covers a broad spectrum of concerns ranging from basic beliefs and goals to planning and teaching resources. The project team consists of Prof. Lam Chi-chung and Mr. Kwong Wai-leung of Faculty of Education, CUHK, and Mr. Chan Shing-kun of The Hong Kong Institute of Education. The finished product reached schools in late June, 1996.

### Human Rights Education Teaching Kit for Pre-school Children (公民四、五、六)

This is a project commissioned by the Committee on the Promotion of Civic Education aiming at promoting the teaching of human rights concepts and skills at pre-primary level. A teaching package consisting of activities and teaching aids will be developed and produced. This is the first teaching package of this kind for pre-primary students in Hong Kong. There are four school activities and four parenting activities on 'equality', 'respect', 'freedom' and 'the right to live'.

Pupil-centred teaching strategy is adopted. A variety of teaching aids such as posters, role cards, photos, audio tapes are included in this self-contained package. The materials will be distributed to all kindergartens and nurseries in May 1997. The concept development work and teaching materials are designed by Prof. Lam Chi-chung, Mr. William Ip Kim-wai, Mr. Chan Ming-kwan and Ms. Becky Lau.

### Arithmetic Video Package (親子齊齊學數學系列)

Teaching arithmetic to young primary school children is a headache to many parents. Arithmetic concepts and skills look very simple to adults but extremely complex to young children. To help parents understand children's learning psychology and effective ways to promote learning, a set of video programme jointly developed by the HKIER and The Chinese University Press will be produced. A total of four sets of

video on addition, subtraction, multiplication and division will be launched in around April 1997. Each set of video comprises two video tapes, one for parents' viewing, the other for students. The design team is made up of mathematics educators and experienced arithmetic teachers including Prof. Wong Ngai-ying, Mr. Wong Ka-ming, Mr. Lau Ying-chuen, Mr. Wong Yuk-tong and Mr. Leung Kwok-chung.

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