

Contents

Preface	v
Acknowledgments	ix
Contributors	xi
Part I. Accomplishment and Challenges: What We Have Learned From PISA 2000+ to PISA 2006	1
Chapter 1. Introduction	3
<i>Esther Sui Chu HO & Wai Leung KWONG</i>	
Chapter 2. Overall Quality and Equality of Hong Kong Basic Education System from PISA 2000+ to PISA 2006	17
<i>Esther Sui Chu HO</i>	
Chapter 3. Characteristics of East Asian Learners:	37
What We Learned from PISA	
<i>Esther Sui Chu HO</i>	
Part II. Student, Family and School Factors	59
Chapter 4. Reading Habits, Reading Attitude and	61
Literacy Performance	
<i>Cecilia Ka Wai CHUN, Paul SZE, & Esther Sui Chu HO</i>	
Chapter 5. Self-related Cognition and Mathematics	81
Performance	
<i>Esther Sui Chu HO</i>	
Chapter 6. Hong Kong Science Students' Development	99
in the Affective Domain	
<i>Derek CHEUNG</i>	

Chapter 7.	Self-regulated Learning of Hong Kong's 15-year-old Students <i>Esther Sui Chu HO</i>	121
Part III.	Education Policy Issues	143
Chapter 8.	Effects of Parental Investment and Involvement on Reading, Mathematics, and Science <i>Esther Sui Chu HO</i>	145
Chapter 9.	Effects of School Decentralization and School Climate on Student Performance <i>Esther Sui Chu HO</i>	165
Chapter 10.	Student Performance in Chinese-medium and English-medium Schools <i>Esther Sui Chu HO & Evelyn Yee Fun MAN</i>	187
Chapter 11.	Assessment of Problem Solving in PISA and Its Implication for Curriculum Reform <i>Ling Po SHIU & Esther Sui Chu HO</i>	231
Chapter 12.	Conclusions and Implications <i>Esther Sui Chu HO & Kwok Wing SUM</i>	259