



專題 教師的持續專業發展

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專題 教師的持續專業發展

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隨著科技進步、資訊發達，現今社會不斷蛻變，各地文化趨向多元及開放，而知識的更新週期愈見短促、更新幅度亦日見巨大。在這個追求優質及卓越的年代，專業化已是社會對各行業人員的基本要求，終身學習與在職進修更成了各階層的重要課題。

教育是人類社會活動最重要的一環，承受最前線的沖擊及嚴峻的考驗。知識型的社會要求教師不再囿於知識傳授者的角色，而須轉型為知識的啟發者。為持續提升專業水平及工作效能、掌握最新的教學知識及技術，在職進修已成為教師的一項終身活動。師訓與師資諮詢委員會曾於2003年3月進行一項抽樣調查，在受訪的1,100名教師中，超過八成人曾在2001-2002學年參與不同模式的持續專業發展活動，而約六成人更曾進行了50小時或以上。

本刊就此課題專訪了李子建院長及盧乃桂教授，請其對本港的情況發表意見，並邀請莊大偉教授及大學與學校夥伴協作中心撰文，簡述他們在這方面的工作成果。

- ◆ 李院長指出，教師的專業發展不應只限於修課式的活動，本院擁有優良的師資及豐富的資源，將會朝著多元活動發展，為教師提供課程及課外的支援，強化教師的專業能力；
- ◆ 盧乃桂教授認為，教師應具有「通」、「博」、「專」的條件始可駕馭知識啟導者的角色，政府亦不應將教師專業發展的過程簡單化，以劃一的職前或在職培訓課程概括整個教師教育，忽略不同經驗或專職教師的進修要求；
- ◆ 莊大偉教授向我們簡報體育運動科學系為體育教師提供的課程，及系內同事為教師專業發展積極從事研究工作；
- ◆ 本院轄下的「大學與學校夥伴協作中心」則報導其以學校為本的教師專業發展工作內容。

李子建院長專訪

李子建院長首先闡明，在教師持續專業發展的課題下，「教師」的定義應包括校長，而主體是教師隊伍。

近年基礎及高中課程不斷進行改革，社會對教師的角色功能重新定位，要求也有所轉移：以前是專科教育，現在為人師表者卻需同時兼任不同的崗位，要在短時間內掌握各樣技能；而推行校本改革，亦要求教師了解學校的個別問題、協助學校及同儕的專業發展……凡此種種，皆成為推動老師持續進修的因素。

其實政府對教師的專業發展並沒有一套清晰的機制或計劃，但師訓與師資諮詢委員會在2003年11月發出的文件「學習的專業、專業的學習」中，則較清楚顯示了政府的看法，建議的進修模式包括：(1)有系統的學習，例如修讀各項學士後課程；(2)其他專業發展活動。而「學習」的過程應包括經驗分享、教學啟導、講座活動、交流分享、校本計劃、研究及著作等。所以我們要更正固有觀念，就是進修不應只限於修課式的活動。

本院作為香港主要的師訓機構，一向重視教師的持續專業發展。學院提供的研究院課程，專修範圍及科目種類繁多，並跟隨社會需要而不斷注入新元素、加強系統結構。歷年來已建立了完善的進修梯階，例如學員在完成教育文憑課程後，可因應個人及工作需要朝高級教育文憑、碩士及博士學位課程發展。這些課程的強項建基於：

- (1) **優良師資** 學院同事長期參與本地及區域的教育研究發展工作，將教學與研究、理論與實踐結合；又積極參與各類學校事務，例如出任校董、各教育諮詢或政策委員會委員，或與各機構合辦教育培訓計劃。此舉不單有利建立廣闊的學界網絡，在與學校及師生的密切聯繫下，更有助準確地掌握教師、學生及學校所需，確保師訓內容不脫節。
- (2) **嚴謹學風** 學院教授對學員都有高期望及嚴謹的要求，學員對教授亦然。院內洋溢積極的學習風氣。
- (3) **豐富資源** 學院積極投放資源購置教學設備及參考資料；在人才方面，除擁有一支優秀的教學隊伍外，亦與境內境外不同研究範疇的教育學者保持密切聯繫，經常邀請他們來主持講座或出任研討會嘉賓；本院近年亦建立了不同的中心，例如香港教育研究所、普通話教育研究及發展中心、大學與學校夥伴協作中心等，支援學校及教師的專業發展。

李院長相信，教師專業發展不應採用快速修復模式、只為回應政府要求而行事。教師專業進修課程，應培養教師成為一個有反思能力的教育工作者及學習者，與學生結成夥伴，進行協作，始達教學相長的效果。在這方面，學院的未來路向會是：

- (1) 多元化配合，如教統局所指，舉辦不同類型的「學習」活動，例如研討會、協作計劃、工作坊等，緊扣老師的需要。
- (2) 加強教師啟導工作，例如設立教學顧問計劃，照顧新入職教師的成長，及協助資深教師經驗轉移。
- (3) 強化與學校的研究與發展工作、校本支援計劃等。
- (4) 邀請資深校友參與培訓工作，例如出任客座講師、主持研討會或工作坊等。

隨著教師持續進修的要求日增，李院長認為現時香港的師訓機構可以合作互補長短，以滿足教師的要求，因為每間院校皆有不同特色及不同側重的發展，要在有限資源下去涵蓋更廣闊的層面及作出更適時的應變，院校協作始為上策。即使在中大，本著綜合大學的特色，本院亦會尋求與大學其他部門、以至其他院系合作，強化師資及師訓內容。李院長亦希望政府可以作出配合，例如在機制上鼓勵院校協作，在有條件的情況下重視培訓往績、並放棄單以投標形式承辦教師專業課程；另外，政府亦應建立晉升梯階配合教師的專業發展，以提升教師學歷水平，及鞏固其持續進修的信念。

盧乃桂教授專訪

(盧教授乃本校研究院教育學部主任，負責統籌本院所有博士、碩士學位及高級教育文憑課程)

盧教授指出，持續進修是有系統、有目標的學習，可幫助個人成長及工作發展。隨著經濟增長及公眾知識水平日漸上昇，現時各工作崗位都趨向多元化分工，不時考驗工作者的適應及變通能力。就教育專業來說，老師無論任教哪一個科目，都不可以將教學內容及教學法亘古不變，亦不可「安守本份」只在本科專業上單線發展。要配合社會需求、克盡己責，就有持續進修的需要。

總括來說，盧教授認為教師應具備三項職業技能：

- ◆ **教師要「通」**，不單指擁有通用技巧，還包括學科（例如各主要學習領域、通識教育等）、環境、輔助教學（例如諮商、職業輔導、課外活動等）等方面的「通」，即是具有基本的理解、掌握及操控知識的能力
- ◆ **教師要「博」**，除精通其立足點的專研學科外，「博」是指具有廣闊的知識領域及對萬事萬物的關顧，換言之，就是要拓闊視野、關心時務
- ◆ **教師亦要「專」**，在知識領域積極橫向發展之餘，不可遺棄本科的進修及更新工作，亦要鞏固對專責職務的認識及技巧

教學是一項群體工作，要求相當高的溝通能力及協作技巧；教學亦不僅限於知識傳授，還需照料學生的心智成長、學校的文化及系統建設、家庭政府社會等的需要。所以，為人師表不能只懂教課、不識時務，如果只囿於自己的本科範疇，便很難參與跨科或校本的協作計劃或討論，亦不能勝任任何課堂外的職務，更遑論去配合或執行任何教改。師訓機構的主要任務，就是要協助教師豐富上述三項條件，而教師的持續專業發展，就是確保這三點的生命力，不斷推陳出新、精益求精，保有其延續性及時代感。

在「教師的持續專業發展」這個議題上，盧教授認為應著眼「持續」二字：教師在不同的工作階段或崗位會面對不同的挑戰及需要，故此教師培訓工作要非常多元性，理想狀態是按不同年資度身訂造培訓課程，否則課程只會為教育政策牽著走，以單一目標為本，根本談不上「持續」或「發展」。可惜的是，現時香港的教師進修課程仍處於滅火階段：那樣急便趕著做那樣，未有配合教師各階段的發展，尤其漠視教師在後階段的需要，例如退職安排、職務及經驗轉移、學校的系統建設等。在這個強調持續發展的社會，政府仍未有完善的體制將進修與職級或薪酬掛勾，教師在完成指定的教育文憑課程後，皆以自發性質報讀碩士或博士學位課程。盧教授期望政府可以在十年內，建立一層次分明、有秩序、公平的系統，將教師職級與個人資歷或獎項掛勾，在較宏觀的層次下，將持續進修成為分工及分階的其中一項準則。

政府對教師的持續專業發展一直沒有周詳的計劃及指引，反之學院的同事卻有這份遠見及洞察力。盧教授指出，早在六十年代本院已開辦教育文憑課程，後來政府雖採納為教師檢定專業的資格，但卻視這些基礎培訓課程為終身萬應靈丹，至今仍未有對教師的持續專業發展進行更詳細或深遠的規劃。在七十年代，本院再採主導，在欠缺政府的支持下，借助教育文憑課程的資源去開辦教育學文學碩士課程，供教育工作者進修，後來這個課程終獲大學資助委員會資助。從這兩點可見，年來學院同事皆能早著先機，並且對教師持續進修有一明晰的方向及堅持。

那我們的努力，是否已給予教師足夠的支援呢？盧教授認為，這取決於政府的教改及師訓政策。如果認為凡改革、必培訓，那肯定香港沒有足夠的教師進修課程去追趕這些浪潮。反之，**我們應該作出反思：教育改革是否太多、太頻？老師能否消化及承受？各項改革之間是否有系統性、邏輯性及完整性？相關性如何？**如果皆無，則只能說是炒雜之作，既不能產生期望的化學效應，反互相抵消效能。再者，教師的專業發展不可能只為應付教改，這世上亦無一套培訓計劃是放諸各人或各地皆準的。既然各校皆有不同的情、境、人，那我們必需承認，培訓計劃應有工作間智慧，針對不同境地的特殊性，於概念與實況（abstraction and practicality）之間取得平衡。箇中關鍵在於培訓機構要能為學校切診把脈，對症下藥。我們在1998年已經成立了「大學與學校夥伴協作中心」，支援校本的教師專業發展計劃，由當年的《香港躍進學校計劃》，至2004年底剛獲取教統局七千多萬元資助的《優化教學協作計劃》及《優質學校改進計劃》，我們從來都積極爭取機會進入學校觀察，了解教師面對的問題及需要，策劃適當的校本發展計劃及教師培訓活動。

此外，由於現時大部份學士後課程皆轉以自負盈虧模式營辦，故此師訓機構需要具有遠見及膽色，撇除財赤的憂慮、掌握手頭的資源，去判斷那些課程內容才可真正及長遠地幫助教師的專業發展。我們要高瞻遠矚、採主導的看法及行動，始可協助教師泰然面對各種轉變、掌握各樣處理技巧。例如在政府推行普通話教學之前，我們已成立了普通話教育研究及發展中心，開辦培訓課程及舉行水平測試，趕在浪潮掩至之前，已然整裝蓄勢，給予老師合時而充實的支援。

經過四十年的發展，中大教育學院現時有多項碩士及高級教育文憑課程，涵蓋不同的專修範圍，配合教師在實際環境中的各項職務，例如普通話教育、資訊科技教育、英語教育、學校諮商與輔導等。這些項目肯定未能完全滿足教育專業所需，但我們絕不能忽視質素保證，我們要肯定學院有足夠的資源，包括人才庫及設備，才會考慮開辦新的修讀範圍；如果課程未有堅實、有系統的內容，我們亦寧願不開辦。這就是學院對教育專業的堅持。

最後，盧教授奉勸各位教師，在選擇進修途徑方面，切忌一窩蜂。當然，身在其位，必須回應教改要求，教師不得不趕赴沙場，但亦有不少人是為了裝備個人的學術涵養及長足發展而主動出擊。教師應認真考慮自己的崗位需要，分析個人的強弱及緩急項目，為自己訂定有秩序、有利個人成長的進修時間表，當中可以是被動性的指定課程，也可以是主動性的興趣項目，要點仍是「持續」及「發展」。在選擇院校及課程時，品牌及校譽是一重要考慮，它標示了課程業績及認許性，這關乎培訓機構的實力、歷史、師資、可調配的人才資源等。盧教授建議，教師們應盡量選擇由大學直屬院系開辦的課程，較有質素保證。

Message from Prof. David Johns

(Prof. David Johns is the Chairman of the Department of Sports Science and Physical Education)

During the past year the Department of Sports Science and Physical Education has restructured its programmes in order to accommodate the needs of in-service personnel in education, health-related physical activity and sport. To achieve this objective several new postgraduate programmes have been added to provide students with an opportunity to continue their studies to obtain further training and to gain greater understanding of the field. A **Postgraduate Diploma in Exercise Science and Physical Education (PG. Dip.)** has been introduced to provide in-service personnel with an opportunity to resume study while continuing to maintain their career responsibilities. The diploma is also an invitation to upgrade to further study at the master's degree level. The Department also invites in-service teachers to apply to enter the **Master of Education in Sports Science and Physical Education (M.Ed.)** degree programme to enrich their professional career by updating and familiarizing themselves with current educational thought. In addition, a **Master of Science in Exercise Science (M.Sc.)** degree programme invites in-service personnel from a wide range of the helping professions to study exercise science with a view to incorporating exercise into their professional programmes. Finally, a **Master of Arts in Sport Studies (M.A.)** has been added to the wide range of course offerings. This course provides a deeper understanding and knowledge in the provision and practice of sport at the professional, recreational and elite levels and will serve the specific needs of sport administrators, promoters, or high performance coaches. All post-graduate courses of study are organized to provide maximum flexibility and to optimize course content to meet the individual needs of professional men and women in the sport, exercise and physical education teaching fields.

In order to inform our teaching, all staff members are engaged in research projects that reflect their expertise and interest that range from issues specifically related to physical activity and health, educational policy and practice and the delivery of sport at all levels. All staff are committed to producing evidence-based papers that are published in seminal journals in the fields associated with physical education, exercise, sport and health. Consequently, our research serves to ensure that learning experiences will reflect current theories and applications particularly as they affect the changing needs of Hong Kong society.

I am delighted to be a member of a dedicated team of sport scientists and physical educators who provide a continuum of learning that promotes the principles of lifelong learning and sound professional preparation. The students who presently attend and those who have graduated have contributed to the development of a Department that makes a significant and unique contribution to the betterment of Hong Kong.

「大學與學校夥伴協作中心」的教師持續專業發展項目

(「大學與學校夥伴協作中心」乃本院一支，於1998年成立，歷年來屢獲政府各項教育基金資助及不同機構贊助，致力支援學校推行全面的發展計劃，推展全人教育及優質教育)

大學與學校夥伴協作中心以學校為本，強調學校根據本身的獨特性和需要，中心同工提供專業支援，互相合作，尋求發展策略，期望最終能提升學校的教育質素。在支援的項目中，以加強老師的專業發展為主要工作。

中心支援夥伴學校老師專業發展的特色

1. 按學校的需要和狀況訂出合適的校本教師專業培訓計劃；
2. 發展學校核心小組成員成為校內課程改革的領導者及學校改善的帶動者；
3. 「中心」的學校發展主任會定期訪校，為學校教師、學生或家長舉辦工作坊，亦會舉辦聯校座談會及分享會等；
4. 「中心」的學校發展主任會協助學校老師檢視校內的狀況而訂定短期和長遠的發展策略。

支援項目

「中心」支援老師的不同專業發展項目，包括：

1. 與課程及教學有關的項目

課程及教學是學校的核心事工。「中心」支援學校老師發展專題研習、課程統整、創意寫作、思維教學、語文科目的課程調適等。

2. 與學校組織和管理有關的項目

要優化課程及教學，學校需要有良好的組織架構和管理，亦需要有良好的領導人才和專業而和諧的團隊。學校更需要有共同的願景和相應的行動。「中心」協助學校建立學校的共同願景，培訓中層管理同工的領導及管理技巧，檢視學校的發展狀況，評鑑學校發展項目的果效等。

3. 與學校網絡發展有關的項目

正如「中心」成立的信念，學校全面而持續的發展是需要夥伴同行及網絡支援。「中心」透過聯校工作坊、課程經驗分享會、學校互訪、出版刊物等方式，強化學校老師之間的網絡。

專業服務

為協助學校邁向優質教育，「中心」提供多元化的校本專業支援服務，包括：

1. 校本工作坊

- ◆ 「中心」的學校發展主任會與學校的核心小組共同商討發展重點。通常，為回應發展的需要，「中心」會為學校的全體老師、部份老師、學生或家長舉辦不同類型和不同主題的工作坊。
- ◆ 「中心」為老師舉辦的工作坊的主題有：「專題研習」、「課程統整」、「多元智能的教與學」、「思維教學」、「建構共同願景」、「中層管理」、「學校自評」等。
- ◆ 學生工作坊則包括：培訓學生的專題研習能力、小領袖訓練、思維能力發展、全方位學習日等。
- ◆ 家長工作坊的主題則包括：「專題研習初探」、「專題研習之家長指引篇」、「故事爸媽」、「親子思維教學」、「課程統整初探」等。

2. 到校專業支援

「中心」的學校發展主任定期訪校，在行政、課程和教學各方面向學校老師提供專業意見；學校發展主任也會和學校合作，共同開發社區資源，以助學校推行優質教育。在推行計劃的過程中，「中心」也會協助學校不斷檢討和總結經驗，建立一套自我完善機制。

3. 教學探究

「中心」會根據學校老師要求，就著改善學生學習或其他教學問題，鼓勵教師進行教學探究，和開展適切的行動研究計劃。

4. 課程領導發展計劃

學校可派出負責課程發展的老師（如學校課程領導核心小組成員）參與中心特設的培訓課程。期望參與培訓的老師完成課程後，一方面能擔任學校改革的帶動者，協助學校老師進行課程改革的工作；另一方面能與本港其他學校建立溝通網絡和校外支援系統。

5. 學校情勢檢討

應學校的需要，協助負責的老師搜集及分析學校的基線資料，從而制定學校未來的發展方向及訂定工作優次，以協助學校培養校本探究文化。

6. 安排教育交流訪問

協助學校安排老師觀摩本港或鄰近地區的教育狀況，與不同的教育機構工作者或學校老師互相交流，分享各地的教育改革情況及學校改進經驗。

國立台北師範院校長歐用生曾謂：教師在職進修的重點應是培養教師專業發展的能力，而最重要的專業發展能力是自我成長，其中包括能獲得知識，充實自我；能實施研究，改進自我教學；能反省批判，自我更新。（《教師成長與學習》，1995）

政府在近年不斷推出各類教師持續進修方案，但多是以個別目標為本的修復式計劃，欠缺長遠目標及系統，不但資源重疊影響效能，對教師而言，亦無助其提升專業知能及加強個人成長。誠如盧乃桂教授所言，教師持續專業發展必須照顧教師於整個教學生涯不同階段的需求，不能簡化為劃一的措施強制加諸所有教師身上，所以政府需建立有系統的教師終身進修制度，並作長遠的規劃及投資、規管及定期檢討。為了保有其持續性，專業進修活動應按層次及內容重組為有聯繫性及連貫性的分階活動，並按教師及學校所需融入學校的日常運作中。

進修以外，還欠什麼？

在這個問責導向的知識型年代，「專業」一詞已成為工作質素的一項指標，亦是在工作間生存的必需技能。政府或業界，都一貫以不同的進修活動來詮釋「教師的持續專業發展」，遺憾的是，在繁重的教學工作壓力、洶湧的教改浪潮下，教師往往處於受環境牽制的被動狀態，只能斷斷續續地進行欠缺相互關連或長遠計劃的進修活動，其「專業」實在難以「持續」及「發展」。我們期待，政府除著眼教師在工作上的「專業」之外，下一個課題將是關懷教育工作者在個人成長方面的發展空間，激勵教師的自我導向及進修動機，協助其為自己的教學及個人成長定位。須知，使命感及自我導向能力，才是持續專業發展的原驅動力。

Chief Executive's Award for Teaching Excellence 行政長官卓越教學獎 2003-2004

In order to recognize exemplary teaching practices and foster a culture of collaboration among the teaching profession for continuous professional development, the government has launched the Chief Executive's Award for Teaching Excellence Scheme. The inaugural round 2003-2004 is open to teachers teaching/involving in Chinese or English language subject. Nominees must be full-time registered teachers serving in primary or secondary schools, and have to be assessed in the domains of Professional Competence, Student Development, Commitment to the Profession and Community, Professionalism, and School Development. A total of 129 teachers from 52 schools were presented the Award or Certificate of Merit at the presentation ceremony for the "Chief Executive's Award for Teaching Excellence and the Teacher Commendation Scheme" held on 10 September 2004, the Teachers' Day of this year.

Among the 44 awardees who excel in language teaching in different ways, 12 of them (i.e. over a quarter!) have been immersed in academic programmes offered by our Faculty. Congratulations to these alumni for their outstanding achievement!

List of Awardees from our Faculty

(in order of name)

Name of Awardee	School Serving	CUHK Programme Attended / Attending	Year of Graduation
CHAM Yuen Mei 湛婉媚	Man Kiu College	Postgraduate Diploma-in-Education	1985
CHAN Pui Yee Pearl 陳珮儀	Kowloon True Light Middle School	Postgraduate Diploma-in-Education	1991
CHEUNG Mei Ying 張美英	Sha Tin Government Primary School (PM)	Bachelor of Education (Primary Education)	1996
CHEUNG Yin 張燕	Chan Shu Kui Memorial School	Postgraduate Diploma-in-Education	2001
CHOW Fu Hung 周富鴻	Chan Shu Kui Memorial School	Master of Education	2005 (expected)
HO Yin Ping 何燕萍	Chan Shu Kui Memorial School	Master of Education	2003
LAI Yin King 黎燕琼	The John F. Kennedy Centre	Postgraduate Diploma-in-Education	1987
LEUNG Sai Kee Joseph 梁世祺	Homantin Government Secondary School	Postgraduate Diploma-in-Education	1978
LO Sau Chee 盧秀枝	Sun Fong Chung Primary School (AM)	Master of Arts in Putonghua Education Bachelor of Education (Primary Education)	2004 1997
NG Kit Chee 吳潔慈	Aldrich Bay Government Primary School	Master of Education Bachelor of Education (Primary Education)	2003 1996
TANG Kwai Wa 鄧桂華	Catholic Mission School	Master of Education	2000
TANG Mei Kwan 鄧美群	Yuen Long Public Secondary School	Postgraduate Diploma-in-Education	2001

本院學員榮獲「全國優秀科技教師獎」

MEd Graduate Wins Excellence in Teaching Award in National Fair



梁添老師及其得獎報告
Mr. Leung Tim and his awarded project



參評教師和評委合影留念，後排右二為梁添老師
Group photo of the awardees and the panel of examiners.
Mr. Leung is at the back row (right 2).



梁添老師在會場留影
Mr. Leung at the Contest

本院2004年教育碩士課程畢業生梁添先生，榮獲本年度「英特爾全國優秀科技教師獎」，為首位香港中學教師獲此殊榮。

梁添老師任教於順德聯誼總會譚伯羽中學，本年8月聯同多名本港中小學師生到成都參加第19屆「全國青少年科技創新大賽」。該大賽具有20年歷史，是國內最具規模、層次最高的全國性科學比賽，梁老師與另外9名國內教師同獲選「英特爾全國優秀科技教師獎」。該獎項評審準則包括三方面：參賽者從事青少年科技活動的經歷和成績、對青少年科技活動的理念和認識、及需設計一份青少年科技教育活動方案。梁老師擅於將歷史與科學課程串連、課堂教學與課外活動結合，引發學生的學習興趣及創意。是次獲獎，他認為是對自己歷年教學成績及創意教學法的肯定，並且十分感謝學院碩士課程各講師的教導。為追求更廣博的知識，梁老師將於2005年1月在本院升讀教育博士學位課程。

Mr. LEUNG Tim, a 2004 graduate of our Master of Education degree programme, won the "Intel Excellence in Teaching Award" in the 19th Chinese Adolescents Science and Technology Invention Contest (CASTIC) held in August 2004.

The CASTIC is one of the largest national fairs of China. Every year a total of 10 teachers are presented the Excellence in Teaching Award. The selection criteria comprise: the candidate's experiences and achievement in conducting science activities for adolescents, the rationale and knowledge in such discipline, and the design of an activity plan for science education. Mr. Leung is the only awardee from the HKSAR this year, and the first HK secondary school teacher to win this Award in the CASTIC's history. He is well-praised for employing a unique and innovative pedagogical method that arouses students' interest in learning and innovation. In pursuit of excellence, Mr. Leung will study for a doctorate in our Faculty commencing Jan 2005.

Postgraduate Diploma in Education Programmes 2005-2006

Programme details and application forms can be downloaded at <http://www.fed.cuhk.edu.hk>

Postgraduate Diploma in Education Programme (Subject Knowledge and Pedagogy for English Language Teaching) 2-year part-time

Programme Objectives

1. To provide subject curriculum and teaching (SCT) training in English Language to in-service teachers who are/will be teaching English in the serving school.
2. To impart, consolidate and enhance teachers' knowledge on English Language.
3. To provide opportunity for teachers to enrich their knowledge in education.

Admission Criteria

Serving teachers who have completed PGDE (or its equivalent) in major teaching subjects other than English may apply. Applicants are required to sit for an admission test.

Postgraduate Diploma in Education Programme (Knowledge and Pedagogy for Liberal Studies) 2-year part-time

Programme Objectives

1. To provide training on pedagogical knowledge in Liberal Studies to in-service teachers who are/will be teaching Liberal Studies in the serving school.
2. To impart, consolidate and enhance teachers' knowledge pertaining to the three main areas of study proposed for Liberal Studies in the new senior secondary curriculum.
3. To allow teachers to develop a multidisciplinary approach for the implementation of integrated curriculum.

Admission Criteria

Serving teachers who have completed PGDE (or its equivalent) may apply.

Enquiries: 2609 6721

教師節 2004



由香港中文大學語文教育學會主辦的2004年教師節已於2004年11月1日至12日完成。今年為第五屆教師節，主題為「教育多面睇」，從不同角度去看看現今香港教育的發展，並透過不同類型的對外比賽，如徵文比賽、辯論比賽、即席專題演講比賽等，聽取中小學生的感想。今年除舉辦了多項對外比賽外，亦於十一月四日在校內進行了一工作坊，題目為「當資深教師遇上教育新丁時……」。是次工作坊邀得課程與教學學系湯才偉教授、一位資深教師、以及三位剛入職的語文教育課程校友作嘉賓。透過這次工作坊，能了解現職老師在教育工作中所遇到的困難和克服的方法，對香港的教育工作加深認識。今年教師節亦在十一月八日至十二日於大學本部文化廣場舉行了一書展，展出書籍種類繁多，如教育、文學、歷史及一般消閒書籍，藉此培養同學的閱讀習慣。

List of Events

學院活動

(June - Nov 2004)

Date	Name of Event	Organizers*
Jun 2004		
Apr - Jun	Workshops: Initiating Organizational Change through School Self-Evaluation <i>by Prof. Pang Sun Keung (EAP), Dr. Cheng Chi Keung, Mr. Leung Lok Fung, Ms. Lee Ka Yin (HKCDEL)</i>	HKCDEL
May 5 - Jun 27	The American College of Sports Medicine Health/Fitness Instructor Certification Programme	SSPE, Physical Fitness Association of Hong Kong, China
May 31 - Jun 3	Conference: 8th Global Chinese Conference on Computers in Education <i>Keynote speakers: Mr Cheng Yan Chee (EMB), Professor Bernie Dodge (San Diego State University), Professor David Merrill (Utah State University, USA)</i>	全球華人計算機教育應用學會、 FOE、CRI、HKIER、CSE、香港城市大學電腦科學系、香港理工大學電子計算學系、香港浸會大學教育學系、香港電腦教育學會
May - Jun	Workshop: What is the Role of Leadership in Supporting School Self-evaluation? <i>by Prof. John MacBeath, O.B.E. (University of Cambridge)</i>	FOE, HKCDEL
4	Seminar: Making Self-Evaluation work: What have we learned and what have we still to learn? <i>by Prof. John MacBeath, O.B.E. (University of Cambridge)</i>	EAP
5	研討會：「高等教育與中學學制改革和銜接：問題與對策」 <i>主講：顧爾言先生（香港考試及評核局主席）、 陳嘉琪博士（教育統籌局首席助理秘書長）、 黃玉山教授（課程發展議會主席、香港城市大學副校長）、 黎樹濠先生（基督教聖約教會堅樂中學校長）</i>	香港中文大學評議會常務委員會、FOE
5	中文科教學研討會：「中國語文教育新課程的推行和實踐」	CRI
7	Lee Hysan Lecture Series: Self-evaluation and Intelligent Accountability <i>by Prof. John MacBeath, O.B.E. (University of Cambridge)</i>	FOE
17-18	Seminar: Teaching of Electricity and Heat <i>by Prof. Mak Se Yuen, Mr Pun Sai Wing (CRI) Ms Wong Ka Lei, Lily (Modern Educational Research Society, Ltd)</i>	CRI
24-25	Seminar: From Theory to Practice - Ways to Improve Candidates' Performance in Physics Examinations <i>by Mr Cheng Chi Leung (LKWFSL Lau Wong Fat Sec. Sch.) Dr. Wong Alice (Faculty of Education, HKU) Prof. Leung Pui Tang, Dr. Tong Shiu Sing, Dr. Wong Wing Hung, Ms Wong Ka Lei, Lily (PHY) Mr Yu Hon Yui (Science Education Section, EMB) Mr Szeto Yuk Tong (HKEAA) Prof. Mak Se Yuen (CRI)</i>	CRI
26	地理教師專業培訓課程(一)：「中四至中五地理科的學與教」 <i>by Prof. John C.K. Lee (CRI) Mr W. F. Wong (EMB) Ms Cora Ho (HKMA K.S. Lo Sec. Sch.) Mr K. F. Wong (Lui Cheung Kong Lutheran Sec. Sch.)</i>	CRI、EMB、香港地理學會
27	Professional Development Seminar: Science Key Learning Area - Using inquiry-based learning for developing scientific literacy <i>by Dr Herbert Thier (University of California, Berkeley)</i>	CRI
Jul 2004		
4	Workshop: Health-related Fitness Assessment Workshop: From Global Perspective to Local Application <i>by Prof. Stanley Hui (SSPE), Prof. James Morrow (University of North Texas)</i>	SSPE
14	講座：「中國社會與市場調查」 <i>主講：王曉華教授（深圳大學）</i>	EAP
July 17 - Sept 18	Summer Program for the Gifted and Talented 2004	PGT

Date	Name of Event	Organizers*
Sept 2004		
18-19, 25-26	普通話節2004：「挑戰普通話」	CRDPE、CUP-AVD
25	普通話節2004講座：「辯論的藝術：傳意與說服力的元素、演辯與口才」 <i>主講：任伯江博士、周勤才先生</i>	CRDPE、CUP-AVD
Sept 25 - Nov 27	Successful Leadership Development Program 2004: University-based Training Modules 1 - 6	PGT、EMB
Oct 2004		
2	普通話節2004講座：「廣東人學習普通話詞彙的若干問題」、「辯論是說理，更是表演」、「知己知彼，百戰百勝」 <i>主講：張勵妍老師 (CRDPE)、張穎女士、陳臻蔚先生</i>	CRDPE、CUP-AVD
2-3, 9-10, 16-17, 23-24, 30-31	普通話節2004：「挑戰普通話」	CRDPE、CUP-AVD
9	普通話節2004講座：「普通話水平測試的新進展」 <i>主講：宋欣橋教授 (CRDPE)</i>	CRDPE、CUP-AVD
17, 24	普通話節2004：「學生普通話大使培訓計劃」	CRDPE、CUP-AVD
20	Lecture: Using Language Skills To Learn Science <i>by Mrs Marlene Thier (Educational Consultant)</i>	CRI
20	Lunch Talk: Masking the difference? A post-SARS study investigates the effect that wearing of a face mask in an interactive oral test such as the HKCEE oral has on test takers' scores <i>by Prof. Coniam David (CRI)</i>	CRI
23	普通話節2004講座：「學好普通話的竅門」 <i>主講：何偉傑教授 (CRDPE)</i>	CRDPE、CUP-AVD
23, 31	普通話節2004：「校際普通話辯論比賽初賽」	CRDPE、CUP-AVD
25	普通話節2004講座：「漫談普通話新詞新語」 <i>主講：林建平教授 (CRDPE)</i>	CRDPE、CUP-AVD
26	Lecture: Oriented Approach for M.Ed Science Students Using Language Skills To Learn Science <i>by Dr. Herbert Thier (University of California Berkely), Mrs Marlene Thier</i>	CRI
27	午間講座：「請不要神化高中課程改革」 <i>主講：林智中教授、黃毅英教授 (CRI)</i>	CRI
27	Lecture: Using Inquiry-Based Learning For Developing Scientific Literacy <i>by Dr Herbert Thier (University of California, Berkeley)</i>	CRI
27	Assessor Refresher 2004, Needs Analysis for Aspiring Principals Programme <i>by Prof. Allan Walker (EAP) and Lead Assessors: Dr. Robin Cheung M. B. (Tsung Tsin College) Dr. Anissa Chan (St. Paul's Co-Educational College) Mr. Daniel Chan W. K. (PLK Luk Hing Too Primary School) Sr. Cecilia Wong Y. H. (Scared Heart Canossian School) Ms. Shirley Wong (TWGHs Kap Yan Directors' College)</i>	HKCDEL
30	Fifteen Analysis Day of NAFPhk[AP] (P&S) <i>by Prof. Allan Walker (EAP) and Lead Assessors: Dr. Robin Cheung M. B. (Tsung Tsin College) Dr. Anissa Chan (St. Paul's Co-Educational College) Mr. Daniel Chan W. K. (PLK Luk Hing Too Primary School) Sr. Cecilia Wong Y. H. (Scared Heart Canossian School) Ms. Shirley Wong (TWGHs Kap Yan Directors' College)</i>	HKCDEL

Date	Name of Event	Organizers*
Nov 2004		
2	午間講座：「以Stanford University “The Function of the Course Syllabus” 反思一己的課程設計」 <i>主講：黃顯華教授 (CRI)</i>	CRI
6-7, 13-14, 20-21	普通話節2004：「挑戰普通話」	CRDPE、CUP-AVD
7	普通話節2004：「校際普通話辯論比賽半準決賽」	CRDPE、CUP-AVD
9	普通話節2004：「校際普通話辯論比賽準決賽及決賽」	CRDPE、CUP-AVD
12	Seminar: The short-term secondary school place allocation system <i>by Prof. Tam Wai Ming, Dr. Lam Ka Ka (EAP)</i>	EAP
12	Needs Assessment for Newly Appointed Principals 2004 - Introductory Meeting <i>by Prof. Allan Walker (EAP) and Lead Assessors:</i> <i>Dr. Robin Cheung M. B. (Tsung Tsin College)</i> <i>Dr. Anissa Chan (St. Paul's Co-Educational College)</i> <i>Mr. Daniel Chan W. K. (PLK Luk Hing Too Primary School)</i> <i>Sr. Cecilia Wong Y. H. (Scared Heart Canossian School)</i> <i>Ms. Shirley Wong (TWGHs Kap Yan Directors' College)</i>	HKCDEL
16	Lee Hysan Lecture Series: Education for the 21st Century <i>by Dr. Peter M. Senge (Massachusetts Institute of Technology)</i>	CRI
24	Serving principals Needs Analysis Programme (SpNAP): A Briefing for Regional Education Offices, EMB HKSAR <i>by Prof. Allan Walker (EAP) and Lead Assessors:</i> <i>Dr. Robin Cheung M. B. (Tsung Tsin College)</i> <i>Ms. Shirley Wong (TWGHs Kap Yan Directors' College)</i> <i>E-SpNAP Production Manager: Mr. CHU Yan-kit, Anthon (HKIER)</i>	HKCDEL
26	普通話節2004：「中大普通話日」	新思維書店、CRDPE、CUP-AVD
27	Sixteenth Analysis Day of NAFPhk[AP] (P&S) <i>by Prof. Allan Walker (EAP) and Lead Assessors:</i> <i>Dr. Robin Cheung M. B. (Tsung Tsin College)</i> <i>Dr. Anissa Chan (St. Paul's Co-Educational College)</i> <i>Mr. Daniel Chan W. K. (PLK Luk Hing Too Primary School)</i> <i>Sr. Cecilia Wong Y. H. (Scared Heart Canossian School)</i> <i>Ms. Shirley Wong (TWGHs Kap Yan Directors' College)</i>	HKCDEL
28	普通話節2004：「學生普通話大使培訓計劃」、 「傑出學生普通話大使頒獎禮」	CRDPE、CUP-AVD

* Organizers

Within the Faculty of Education, CUHK

- CRDPE - Centre for Research & Development of Putonghua Education
- CRI - Department of Curriculum & Instruction
- EAP - Department of Educational Administration & Policy
- EPS - Department of Educational Psychology
- FOE - Faculty of Education
- HKCDEL - Hong Kong Centre for the Development of Educational Leadership
- HKIER - Hong Kong Institute of Educational Research
- PEU - Physical Education Unit
- PGT - Programs for the Gifted and Talented
- SSPE - Department of Sports Science & Physical Education

Within CUHK

- CSE - Department of Computer Science and Engineering
- CUP-AVD - The Chinese University Press - Audio-Visual Division
- PHY - Department of Physics

Outside Parties

- EMB - Education and Manpower Bureau, HKSAR Government
- HKEAA - Hong Kong Examinations and Assessment Authority



Staff News 教職員消息

Advancements 升任

Department of Curriculum and Instruction 課程與教學學系

- ◆ Prof. WONG Hin Wah 黃顯華教授 (Professor 1 教授(1), w.e.f. 1.10.2004 起)

Department of Educational Psychology 教育心理學系

- ◆ Prof. CHANG Lei 張雷教授 (Professor 1 教授(1), w.e.f. 1.10.2004 起)
- ◆ Prof. HAU Kit Tai 侯傑泰教授 (Professor 1 教授(1), w.e.f. 1.10.2004 起)

Department of Sports Science and Physical Education 體育運動科學系

- ◆ Prof. WONG Heung Sang 王香生教授 (Professor 2 教授(2), w.e.f. 1.8.2004 起)

Appointment 聘任

Department of Curriculum and Instruction 課程與教學學系

- ◆ Dr. LEE Yuk Chun Winnie 李玉珍博士 (Senior Instructor 高級導師, w.e.f. 31.8.2004 起)
- ◆ Mr. LLOYD Michael Anthony Paul Mark (Instructor I 一級導師, w.e.f. 16.8.2004 起)

Department of Educational Administration and Policy 教育行政與政策學系

- ◆ Prof. TSE Kwan Choi 謝均才教授 (Associate Professor 副教授, w.e.f. 15.8.2004 起)

Department of Educational Psychology 教育心理學系

- ◆ Prof. WONG Yuk Shuen 黃玉璇教授 (Assistant Professor 助理教授, w.e.f. 16.8.2004 起)

End of Contract 離任

Department of Curriculum and Instruction 課程與教學學系

- ◆ Ms. BRUCE Christine Anne 蒲詩婷女士 (Instructor I 一級導師, w.e.f. 14.8.2004 起)
- ◆ Dr. YANG Hao Harrison 楊浩博士 (Visiting Scholar 訪問學者, w.e.f. 3.9.2004 起)

Department of Educational Administration and Policy 教育行政與政策學系

- ◆ Prof. LAM Yee Lay Jack 林怡禮教授 (Professor 教授, w.e.f. 15.8.2004 起)
- ◆ Prof. TAM Man Kwan 譚萬均教授 (Professor 教授, w.e.f. 14.8.2004 起)

Retirement 榮休

Department of Curriculum and Instruction 課程與教學學系

- ◆ Prof. CHUNG Choi Man 鍾財文教授 (Professor 教授, w.e.f. 1.8.2004 起)

New M.A. Programmes for the 2005 Intake

Application Period: 3 Jan - 28 Feb 2005

Enquiry: 2609 6203 OR www.fed.cuhk.edu.hk/higherdegree/

Ever since its establishment, the Faculty of Education has been devoting considerable effort and resources to the professional development of teachers. It has been developing both horizontally and vertically by broadening the fields in postgraduate studies in education, while simultaneously providing a hierarchy of academic programmes for potential and current participants in the teaching profession. In the coming academic year, the Faculty will offer 3 new Master of Arts degree programmes to meet the needs in the education sector.

For admission to these programmes, applicants must:

- ◆ hold a bachelor's degree from a recognized university;
- ◆ have obtained a postgraduate diploma in education, or with equivalent qualification; and
- ◆ have fulfilled the "English Language Proficiency Requirement" prescribed by the University.

For more details regarding admission requirements and programme contents, please visit the website: www.fed.cuhk.edu.hk/higherdegree/

Master of Arts Programme in School Improvement and Leadership 學校改善及領導文學碩士課程

(Programme Code: SIL)

Jointly offered by:

- ◆ *The Department of Educational Administration & Policy*
- ◆ *The Department of Curriculum & Instruction*

Hong Kong schools are being increasingly pressured to improve the quality of education they offer. Recent educational and curriculum policies continue to push schools toward experimenting with a broad range of innovations. This trend is expected to continue, if not intensify, in the years ahead. Educational leaders at all levels in schools, sponsoring bodies and the government are charged with leading this improvement and, increasingly, are held accountable for its success or otherwise. It is increasingly contingent on schools themselves to drive their own improvement programmes in line with global trends and local needs.

This programme is designed to provide innovative and energetic educators with both the theoretical and applied knowledge and skills to lead successful improvement in schools. Participants will be expected to engage closely with other practitioners to apply their knowledge and ideas to their workplace and educational contexts. The programme will employ a variety of learning experiences, including traditional lectures, school visits, case learning, applied research (including action learning) and focused small group interaction.

Additional Qualifications for Admission

Applicants should be serving school principals or vice principals, teachers, school administrators, school development consultants, or EMB officers. Alternatively, participants with no relevant professional experience but having taken specialized courses in equivalent programmes offered by recognized institutions may also apply.

Courses Offered

- | | | |
|---|--|--|
| - Issues and Advances in School Improvement | - Guided Improvement Project | - Managing Change in School |
| - Leadership for Student Learning | - Curriculum: Perspectives and Design | - Building Learning Communities |
| - Evaluation for School Improvement | - Curriculum Evaluation: Theory and Practice | - Quantitative Methods in Educational Research |
| - Field Experience | - Curriculum Change and Implementation | - Qualitative Methods in Educational Research |
| - Action Research in Education | - Effective School Leadership | |

Master of Arts Programme in Sports Studies 體育學文學碩士課程

(Programme Code: SPS)

Offered by the Department of Sports Science & Physical Education

The Programme will facilitate the study of sports science by focusing on the provision and practice of sport in modern societies. It will provide a sound theoretical background to enrich students' knowledge base and enable them to apply this knowledge to their specific sport setting.

The Programme is organized to provide students with an opportunity to engage in sport research or an in-service sport project. Key areas of study include sports administration, management, promotion, coaching theory and practice. Elective courses are provided to enable students to enrich their knowledge in psychology, physiology and biomechanics in addition to strategic planning for sport development. This programme is suitable for those in the profession of sports, education including sports science/medicine practitioners, teachers, social workers, coaches, athletes, team managers and others who are interested in pursuing a career in sports studies.

Courses Offered

- Research Colloquium in Sport Provision and Performance
- Sport Development and Delivery
- Olympic and Elite Sport
- Sponsorship and Marketing of Sport Events and Performance
- Strategic and Operational Management of Sport
- Sport Coaching: Theory and Application
- Current Issues in Sport
- Independent Study Project
- Research Project
- Research Methods in Exercise Science
- Theories and Applications of Measurement Concepts in Exercise Science
- Exercise: Physiological Benefits, Limits and Adaptation
- Sport Nutrition for Health and Performance
- Human Movement Analysis
- Selected Topics of Biomechanics
- Current Issues in Sports & Exercise Psychology
- Seminar in Psychological Intervention in Sport & Exercise
- Exercise Prescription & Chronic Diseases
- Social & Cultural Influences on Physical Activity
- Exercise & Health Promotion for Special Population
- Health Related Physical Activity
- Essential Sports Medicine
- Research Methods in Physical Education

Master of Arts Programme in Student Activities in Education 學生活動教育文學碩士課程

(Programme Code: MSA)

Jointly offered by:

- ◆ The Faculty of Education, CUHK
- ◆ The Hong Kong Institute of Educational Research, CUHK
- ◆ The Hong Kong Extra-curricular Activities Masters' Association Limited

Recent curriculum reforms in Hong Kong highly value the life-wide learning experiences of primary and secondary school students. It is widely accepted that activity-oriented learning, both within and beyond the classroom, complements students' experiential learning. If students are to benefit from the ongoing curriculum reforms, their quest for knowledge and well-being must be guided by teachers who have not only practical experience of leading student activities, but are also armed with well grounded professional knowledge. Only then, will students' enthusiasm for learning flourish. Moreover, many teachers wish to increase their own experience in order to build up their students' classroom learning capacity. There is, therefore, a strong demand for advanced professional training commensurate with their needs.

This Programme, the first of its kind, will place strong emphasis on theory and practice. It is designed:

- to enable participants to attain a deeper understanding of the theoretical framework of student activities in education;
- to help participants develop practical knowledge of applying student activities in teaching and learning;
- to help nurture an experiential learning culture in schools;
- to cultivate an interest in carrying out research and project studies concerning student activities in education;
- to help develop a reflective attitude towards student activities in education; and
- to instill a spirit of life-wide and life-long learning among participants.

Students will be awarded an intermediate award of the Advanced Postgraduate Diploma in Education after the first year of study and satisfactory completion of 15 units. Those who successfully complete a further 9 units (to make up the total of 24 units) will be eligible for the award of a Master of Arts Degree in Student Activities in Education.

Additional Qualifications for Admission

Applicants should be serving full-time teachers or school administrators in Hong Kong primary or secondary schools. Applicants with no relevant professional experience but having taken specialised courses in equivalent programmes offered by recognised institutions may also be considered.

Courses Offered

- Foundation of Student Activities
- Experiential Learning through Student Activities
- Leadership in Student Activities
- Comparative Perspectives on Student Activities
- Exploring the New Paradigms of Schooling
- Catering Student Psychological Needs
- Action Research: Methodology & Seminars
- Project in Student Activities
- Leisure and Recreation Studies
- Subculture of Adolescents
- Personal Leadership
- Organisational Leadership
- Student Activities in Action
- Professional Visits Outside Hong Kong with Seminars

Programme Requirements:

1. Coursework

Programme	SIL	SPS	MSA*
Core Course	12	9	6* + 3
Project / Research	3	6 to 9	3* + 6
Elective courses	9	9 to 15	6* + 0
Total Credit Units	24 units	27 units	15* + 9 = 24 units

2. Others

- To fulfill the requirement of Student IT Competence specified by the University
- To attain a minimum cumulative GPA of 2.0

* An intermediate award of the Advanced Postgraduate Diploma in Education will be conferred on students after the first year of study and upon satisfactory completion of the prescribed 15 units.

Department of Educational Psychology 教育心理學系

Academic activities

1. The Department of Educational Psychology was a co-sponsor of the 28th quadrennial Convention of the International Congress of Psychology held in Beijing in August 2004.
2. “Structural Equation Modeling and Hierarchical Linear Modeling Workshop in China”— Professor Hau Kit-Tai started a structural equation modeling workshop in China in the mid 1990s. Professor Chang Lei has later joined this effort by including hierarchical linear modeling and the two of them have since made this national workshop almost an annual event. Their efforts have made them known in China and in Hong Kong as the leading expert and educator of structural equation modeling and hierarchical linear modeling.

In August this year, Professor Hau and Professor Chang, together with Mr. Wen Zhonglin, Dr. Wen Jianbin, Dr. Liu Hongyun, and Dr. Guo Boliang who are current or past PhD and postdoctoral students of the Department of Educational Psychology, conducted the workshop at Beijing Normal University in conjunction with the 28th quadrennial Convention of the International Congress of Psychology held in Beijing. Over 200 participants from all over China attended this 5-day workshop.

In October this year, Professor Hau, Professor Chang, and Mr. Wen Zhonglin repeated the workshop at South China Normal University in Guangzhou. Over 150 participants nation wide came to the workshop.

Professor Hau will repeat his structural equation modeling workshop in December at Zhejiang University for over 250 participants.

3. In July 2004, Professor Chang Lei was a discussant on an invited symposium at the 18th biennial conference of the International Society for the Study of Behavioral Development, Ghent, Belgium. The symposium was entitled, “Social development in childhood: Contributions of temperament and socialization.”

In the same conference, Professor Chang Lei presented two papers in two symposium sessions. One paper was entitled, “The role of group norms in contextualizing peer acceptance of social behavior.” The title of the other paper was “Unpacking culture: Parental socialization beliefs in urban China.”

At the 28th quadrennial Convention of the International Congress of Psychology held in Beijing in August 2004, Professor Chang Lei spoke in an invited symposium, “Chinese social living: Perspectives from psychology.” The title of Professor Chang’s talk was “Socialization and social adjustment of single children in China.”

4. Professor Alvin Leung attended the 112th Annual Convention of the American Psychological Association APA (Honolulu) and the International Congress of Psychology (Beijing) during July and August 2004. The titles of the papers are listed below:

At Honolulu:

Leung, S. A. & Hou, Z. J. (August 2004). The Structure of Vocational Interest Among Chinese Students.

Leung, S. A. & Chen, P. H. (August 2004). Challenges in Teaching Multicultural Counseling in Chinese Communities.

Chan, P. O. E. & Leung, S. A. (August 2004). Dual-Career Families in Hong Kong: A Qualitative Study.

At Beijing:

Leung, S. A. (August 2004). Advances in counseling Chinese: Future directions in research, training, and practice (invited presentation).

Leung, S. A. (August 2004). Methodological Issues in Conducting Vocational Psychology Research in Chinese Communities (invited presentation).

In June 2004, Professor Leung was invited to deliver a plenary paper presentation at the Annual Convention of Hong Kong Psychological Society. The title of the paper is "Facilitating career development and satisfaction: Career interest assessment for Chinese".

5. Professor Shiu Ling-po presented a paper entitled "What the hand tells the eye: The effect of copying on recognition memory" at the 28th Convention of the International Congress of Psychology in Beijing in August, 2004. Professor Shiu conducted a workshop on student motivation at Kowloon Bay St. John the Baptist Primary School on September 30, 2004.
6. In July 2004, Professor Ni Yujing presented a paper entitled "Continuity and discontinuity between semantic and logical knowledge: The case of class-inclusion" at the 18th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD) in Ghent, Belgium.
7. In October 2004, Professor Wong Yuk Shuen presented a paper entitled "Integrated Morita-based counseling" at the 5th International Conference in Morita Therapy in Shanghai, China.

Awards in research/project grants

1. Professor Hau Kit-Tai was awarded a RGC Earmarked Grant (HK\$779,100) entitled "Critical Thinking among Chinese Students: Characteristics, Assessment, and Relationship with Dispositional Factors". He also was awarded two other competitive grants from EMB on (i) setting English language standards (HK\$320,000) and (ii) adaptation of non-Chinese speaking students (HK\$1.2 million).
2. Professor Shiu Ling Po was awarded a RGC Earmarked Grant (HK\$786,450) entitled "Handwriting and Learning to Read Chinese: Psychology and Pedagogy".
3. Professor Chiu Ming Ming was awarded a RGC Earmarked Grant (HK\$410,970) entitled "Beneficial and Harmful Effects of Group Processes During Classroom Group Work".

Department of Sports Science and Physical Education 體育運動科學系

1. Shanghai Visit

In summer 2004, four teachers (Prof. Stephen Wong, Prof. Amy Ha, Prof. Stanley Hui, and Mr. Raymond Sum) and 17 undergraduate students of the Department gave an academic exchange tour to the Shanghai Institute of Physical Education during 13 -19 June 2004. Through a series of academic talks and visits during the tour, the Department has successfully built a strong link with the Shanghai Institute. Students also gained ample experience and insights from knowing the development of physical education and sports in China. Most memorable of all, students enjoyed the learning experiences very much from the Tai Chi classes and morning Qi-gong exercise everyday.



SPE students enjoyed the Chinese Kung Fu class at Shanghai Institute of Physical Education

2. Better Footware for Better Health and Comfort

The Department has recently exploited the new era Footware Science Research in Asia. Several footware design research projects funded by regional footwear industries as well as local research funds are currently under investigation. A workshop entitled “Application of Science in Footware Design, Development and Manufacture” was organized by our Department on 14 April 2004. A total of 75 delegates from mainland China, Japan, Taiwan, and Hong Kong participated in the workshop. Prof. Youlian Hong and Prof. David Johns of the Department gave welcoming remarks and opening speech respectively in the workshop.



Distinguish guests of the Footware Science workshop



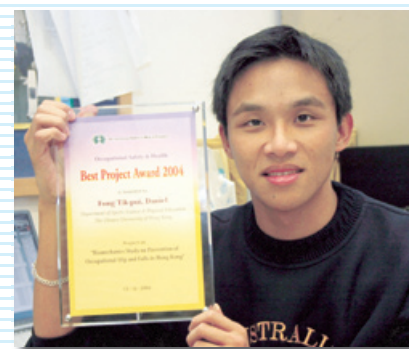
Speakers and honorable guests in the Fitness Assessment Seminar

3. Are Students in Hong Kong Physically Fit?

On 4 July 2004, a seminar entitled “Health-related Fitness Assessment: From Global Perspective to Local Application” was organized jointly by our Department and the Hong Kong Physical Fitness Association. Speakers included Prof. Stanley Hui of the Department, as well as Prof. James Morrow, Regent Professor of the University of North Texas. More than 200 fitness professionals, including PE teachers and fitness instructors, attended this seminar. The seminar was well received and with ample fruitful discussions.

4. SSPE Student Received Research Award

Fong Tik Pui Daniel, a 2003 graduate of the Department’s M.Sc. Programme in Exercise Science, received the Best Project Award 2004 from the Occupational Safety & Health Council on 13 Dec 2004. The awarded project, entitled “Biomechanics Study on Prevention of Occupational Slips and Falls in Hong Kong”, aims to investigate the lower extremity preventive measures to slips in simulated construction worksite environments with biomechanics analysis techniques. The assessment of the award is based on the quality, originality and relevance of the report to occupational safety and health. A maximum of 10 projects selected from all tertiary institutions in Hong Kong are awarded each year. The prize include a certificate and a cash of HK\$3,000.



SPE graduate, Daniel Fong, received the OSHC Best Project Award 2004



5. World Children’s Day at McDonald’s 2004 - Rope Skipping Record-Breaking

The World Children’s Day at McDonald’s 2004 – Rope Skipping Record-Breaking Event was held on 20 Nov 2004 in the Victoria Park. This is a collaborative project founded by the SSPE colleagues and students, with support from the Hong Kong Rope Skipping Association, China. Over 2,000 participants joined hands in great success to create a new Guinness Record by skipping rope simultaneously. This event also aims to advocate an active and balanced lifestyle and to arouse public awareness of children in need.



6. New Postgraduate Programme

As continuing education becomes more important for in-service teachers and sports professionals, more postgraduate programmes are introduced by the Department. Currently the Department is offering the MSc in Exercise Science, MEd in Physical Education, Postgraduate Diploma in Exercise Science and Physical Education, in addition to the research-oriented programmes of MPhil and PhD. In the up-coming academic year of 2005, a new MA Programme in Sports Studies will be introduced. Interested individuals may contact the Department, or browse the Department’s homepage for more details.

Physical Education Unit 體育部

- ◆ 第九屆「全國大學生網球錦標賽」已於七月十日至十六日於四川省成都市西南石油大學舉行。彭彥晞同學奪得男子甲組單打冠軍，而彭彥晞及梁康泓同學奪得男子甲組雙打亞軍，吳乙言及連君婷同學奪得女子甲組雙打第七名。



- ◆ 「全國大學生羽毛球錦標賽」已於七月二十一日至二十六日於湖北省宜昌市三峽大學舉行。馮瑩同學奪得女子甲組單打季軍及最優秀運動員，而阮元健及馮瑩同學奪得甲組混合雙打季軍。



- ◆ 國家奧運金牌運動員於九月八日到訪中大，並與中大師生交流。奧運精英包括劉翔、李婷、王旭、王義夫、朱啟南、陳艷青、石智勇、唐功紅、陳中、楊文軍及滕海濱等十一位金牌健兒。蒞臨之主禮嘉賓包括中文大學校董會主席鄭維健博士、校長劉遵義教授、國家奧運代表團團長劉元福先生及中聯辦教科部初志農部長。當天有七百多名中大師生與金牌運動員真情對話，氣氛熱烈。



- ◆ 『第七屆全國大學生運動會』已於八月二十八日至九月六日於上海舉行，中大共十七位師生參賽，實為難得。

- ◆ 「大專水運會」已於十月二十三日舉行，中大泳隊奪得男子團體冠軍，女子團體亞軍及總團體亞軍。



- ◆ 2004『三大運動友誼賽』滙聚了北京大學、台灣大學和中文大學的運動員，彼此切磋球技及交流經驗，比賽已於十一月一日至三日於中大舉行，項目包括：女子籃球、乒乓球及羽毛球。並有體育座談會，植樹儀式，旅遊活動…等等，本校更勇奪羽毛球賽事冠軍。



- ◆ 「大專越野錦標賽」已於十一月七日舉行。中大奪得男子團體季軍及女子團體季軍。



- ◆ 中大划艇隊祝捷會暨新艇下水禮已於十一月二十日於賽馬會石門划艇中心舉行。劉遵義校長為當天之主禮嘉賓，另外亦有多位嘉賓出席，約有六十人參加，場面熱鬧。



- ◆ 香港中文大學「運動員獎學金計劃」歡迎會已於十二月二日舉行。當天蒞臨之主禮嘉賓包括鄭振耀副校長及陳啟明教授，另外並邀請李致和校友及劉恩賜同學分享參與運動之心得。本年度共有十八位獎學金運動員入讀本校。



- ◆ 大學教育資助委員會撥款一千五百萬於2004年暑假進行大學體育館之維修及翻新工程，現已竣工。

- ◆ 社工系一年級劉恩賜同學剛於2004雅典「傷殘人士奧運會」奪得雙人硬地滾球奧運金牌。劉同學能夠同時兼顧學業及運動，實在非常難得。他更期望於二零零八年北京奧運會中再創佳績。

I. 學科研討會 *Subject-based Seminars/Conferences*

The Department of Curriculum and Instruction continued to organise subject-based seminars / conferences to enhance the professional development of educators and to provide a forum for sharing of ideas and experience in new developments in school curriculum and assessment.

8/5/2004	「兒童文學教學的實踐」研討會 - 兒童文學在實際教學中的作用 (合辦單位 - 香港兒童文學研究學會)
5/6/2004	中文科教學研討會 主題：中國語文教育新課程的推行和實踐
17-18/6/2004	Seminar on "Teaching of Electricity and Heat"
24-25/6/2004	Seminar on "From Theory to Practice - Ways to Improve Candidates' Performance in Physics Examinations"
26/6/2004	地理教師專業培訓課程(一) - 中四至中五地理科的學與教 (合辦單位 - 教育統籌局、香港地理學會)
27/10/2004	Professional Development Seminar for Science Key Learning Area - Using inquiry-based learning for developing scientific literacy by Dr Herbert Thier, The University of California at Berkeley

II. 午間講座系列 *Department Lunch Talks*

The Department of Curriculum and Instruction organised a series of lunch talks in order to further promote collaboration among members and disseminate research outcomes and professional experiences.

除了學科研討會外，課程與教學學系亦會舉辦午間講座系列，讓學系教師分享研究成果和專業經驗。

20/10/2004	Masking the difference? A post-SARS study investigates the effect that wearing of a face mask in an interactive oral test such as the HKCEE oral has on test takers' scores Speaker - Professor David Coniam
27/10/2004	請不要神化高中課程改革 講者 - 林智中教授、黃毅英教授
2/11/2004	以Stanford University "The Function of the Course Syllabus" 反思一己的課程設計 講者 - 黃顯華教授

III. *Seminar by Professor Jim Cummins*

Professor Jim Cummins of the Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education, University of Toronto, presented a seminar entitled 'Acquiring English for academic success: Applications of technology in English-medium and Chinese-medium classrooms' on 14 December 2004. Prof. Cummins is a world-renowned scholar in bilingualism and bilingual education and is eagerly sought after by governments and international agencies on language planning in education and medium of instruction issues. He discussed how technology can be effectively used to motivate students to read and write in a second language, and introduced a software program that helps students acquire English for academic success in both English-medium and Chinese-medium schools. The seminar was well attended by 180 teachers and professionals in the academic field.

IV. *Conference on Teaching of Mathematics 數學研討會*

為配合『走出課堂』、『全方位學習』及『專題研習』等的提出，課程與教學學系於12月22日舉辦了『跳出課堂：數學活動多面體』研討會，近300名中小學老師參加。

研討會首先由香港教學專業人員協會全港小學數學比賽擬題組成員關樹培、梁耀強、袁文龍等幾位老師介紹已有十五屆歷史的全港小學數學比賽，重點介紹其中『活動題』的擬題。接著，沙田循道衛理中學溫廣志老師介紹了有十二年歷史的沙田區小學數學邀請賽，其特色是在老師的指導下，由中學生舉辦活動供小學生參加。

休息過後又有伯裘書院的林碧玉及黃文軒老師介紹伯裘書院的小學數學攤位遊戲比賽。這是由中學為小學生舉辦數學活動的又一事例。

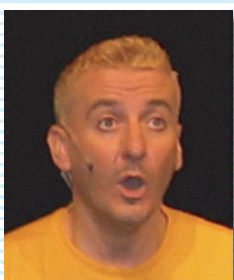
下午亦有三場的分享：包括有教育統籌局衛國強先生介紹的為初中學生而設的數學專題研習比賽；香港數理教育學會卓大偉老師介紹已舉辦近十年的數學遊蹤，並講述近年中小學舉辦校內數學遊蹤的一個趨勢；最後由廣州大學軟體研究所左傳波先生及臺灣九章數學教育基金孫文先先生介紹最新研發的《超級畫板》幾何繪圖軟體。研討會於熱烈的提問中圓滿結束。

V. *New members of the Department*



Dr. Winnie LEE

Formerly secondary school teacher of English, Instructor at Hong Kong Polytechnic and CUHK, and Senior Language Instructor and English Learning Centre Manager at the Hong Kong Institute of Education. Courses taught include Subject Curriculum & Teaching (English); English Literature for ELT; and Spoken & Written Discourse for English Language Teaching. Research interests include teaching methodology; materials design; test design; and autonomous learning.



Mr. Mike LLOYD

"I was born just outside London, the youngest of 5, but more recently made my home in Paris. That's because I was brought up to speak French and English! I attended universities in London and Lyon, so it isn't usually a problem switching from one language to another. I also do my best to speak German, Spanish, Italian, and Japanese. It's fascinating how languages can work in different ways.

My first opportunity to teach came at the tender age of 20, as an undergraduate, when my tutors selected me to work at a school in Spain. It was a marvellous experience, enabling me to teach English and improve my Spanish at the same time (where I realised education can be a two-way process). So after completing my B.A. studies, when I heard of an opportunity to teach in Mexico, it was quite clear which career path I would take.

Training and professional qualifications are essential - if you're looking for job security or promotion - which gave me plenty of incentive to save money for additional studies. When the Mexican peso's value began to slide I packed my bags for Europe immediately. Teaching English to speakers of other languages is a great way to see the world, and broaden one's cultural horizons, but financially you're on your own! It made perfect sense to get more extensive work experience in other countries (U.K., France, Japan), and further my studies at London University with a P.G.C.E. and M.A. at the Institute of Education. How else would I survive in such a competitive profession?

Fast-forward over the years, and here I am in Hong Kong. That's me in the photograph, as Charlie Brown at the HK Culture Centre TST, pursuing another of my interests: Drama. (I first appeared on the stage when I was 4 years old, and find acting skills really useful.) I taught at a Chinese secondary school for 6 years before coming to CUHK and - yes - I still love teaching! My best advice to graduates entering the field now is to stay flexible, be creative, keep up-to-date, and share with your students the FUN of studying English..."

Staff Activities (June - November 2004)

Name of Staff	Date / Activities
CHENG Hon Man Roger	1-4 June, 2004 獲邀出席台中東海大學主辦「二十一世紀大學生的品格教育」研討會並於會上報告：〈價值教育及其在香港的實踐——以敘事教學法促進自我理解的個人教育/靈性教育〉；訪問東海大學教育研究所並主講關於價值教育之研究生研討會
	July 2004 Won a personal bid from the Education and Manpower Bureau for a consultancy service on the professional development of Liberal Studies experienced teachers.
	21-25 August, 2004 中國長春東北師範大學沈艾達師訓中心主辦：中國教育哲學年會暨教育哲學國際研討會「變革社會中的教育哲學與教育改革」 論文宣讀：〈教育哲學的五路發展：十年計劃的自述〉
	8-11 November, 2004 獲邀訪問南京師範大學道德教育研究所，參與其「博士後沙龍」，並主講研討會：「香港德育發展三十年（1974-2003）」
	18 November, 2004 One of three Expert Panelists in response to Prof. Jonathan Eric Adler's paper: "Cross-cultural education, open-mindedness, and Time", presented at the International Workshop on Internationalising the Curriculum and Learning Environment With a Special Focus on East-West Studies, David C.Lam Institute for East-West Studies (LEWI), Hong Kong Baptist University
	19 November, 2004 獲衛理中學邀請於是日「特別學習日」作中四（及中六）通識教育科之教學示範，主題為：「通識教育科（第一範圍）中推行自我理解和個人成長之價值教育：敘事教學法的運用」
CHENG Hon Man Roger, LO Nai Kwai Leslie	21-25 August, 2004 中國長春東北師範大學沈艾達師訓中心主辦：中國教育哲學年會暨教育哲學國際研討會「變革社會中的教育哲學與教育改革」 論文宣讀：〈從人才教育的哲學看高教改革：兼論識才與養才〉
	6 November, 2004 “從人才教育的哲學看香港的教育改革：兼以「通用能力」為例論識才和養才” Paper presented at the Conference on Reflection on Educational Reform in Shanghai and Hong Kong, held in Fudan University, Shanghai
CHOI Po King	25-27 November, 2004 “Educational Reforms and the New Hegemonic Masculinity: The Case of Hong Kong” Paper presented at the Conference on Gender Equity Education in elementary and secondary school classrooms, held in Population and Gender Studies Center, National Taiwan University
CHUNG Yue Ping	6 November, 2004 “香港學生資助計劃與高教發展” Paper presented at the Conference on Reflection on Educational Reform in Shanghai and Hong Kong, held in Fudan University, Shanghai
HUNG Fan Sing	6 November, 2004 “香港與內地之經濟結合與人力資本流動” Paper presented at the Conference on Reflection on Educational Reform in Shanghai and Hong Kong, held in Fudan University, Shanghai
	July 2004 Principal Investigator, Consultancy Project on “Export Potential of Hong Kong’s Education Services” (a competitive bidding grant awarded in July 2004 by Hong Kong Trade Development Council: HK\$410,000)
LAI Man Hong, LO Nai Kwai Leslie	6 November, 2004 “滬港兩地教育改革下的教師專業性” Paper presented at the Conference on Reflection on Educational Reform in Shanghai and Hong Kong, held in Fudan University, Shanghai
LAU Kwok Keung	9-13 October, 2004 “紀念孔子誕生2555周年國際學術研討會” 主辦：國際儒學聯合會；地點：北京及山東濟南 宣讀論文：“普世倫理與道德哲學的整合的試探－儒學的資源”
	18-21 November, 2004 “中華美德與青少年道德教育”學術研討會 主辦：北京東方道德研究所及香港中文大學新亞書院 協辦：國際儒學聯合會、香港中文大學教育學院、中央教育科學研究所德育研究中心 地點：北京 宣讀論文：“從主知主義到美德教育－美國當代道德教育的經驗教訓”

Name of Staff	Date / Activities
LO Nai Kwai Leslie	13-15 June, 2004 Academic visit: Nankai University
	17-19 June, 2004 Academic visit: Inner Mongolia Normal University
	20-22 June, 2004 Academic visit: East China Normal University
	22-24 August, 2004 中國教育哲學年會暨教育哲學國際研討會「變革社會中的教育哲學與教育改革」中國長春東北師範大學主辦。 論文宣讀：“多元文化的人才要求：從人才教育的哲學看識才、養才和用才的教育改革”
	9 November, 2004 演講：「登高見博」上海華東師範大學教育科學學院
PANG Sun Keung	8-13 August, 2004 “Metacognitive Developmental Patterns of Primary and Secondary School Students” Paper presented at The 28th International Congress of Psychology, Beijing, China
	15-18 August, 2004 變革社會中的教育管理研討會，東北師範大學主辦。 論文宣讀：“透過學校自我評估管理組織變革”
	12-16 September, 2004 學校發展計畫國際研討會—參與·變革·超越。由中英甘肅基礎教育項目管理辦公室暨西北師範大學合辦 論文宣讀：“學校發展與自我評估”
	25-29 October, 2004 “A Study of Profiles and Perspective on Professional Development of School Principals in Australia and Hong Kong” Paper presented at the 12th World Congress on Comparative Education Society on Education and Social Justice, held in Havana, Cuba
	6 November, 2004 “香港學校質素保證機制發展的反思” Paper presented at the Conference on Reflection on Educational Reform in Shanghai and Hong Kong, held in Fudan University, Shanghai
TAM Wai Ming	6 November, 2004 “教育系統內的知識推廣策略：香港的經驗” Paper presented at the Conference on Reflection on Educational Reform in Shanghai and Hong Kong, held in Fudan University, Shanghai
TSANG Wing Kwong	14-17 August, 2004 “Evaluating the Medium of Instruction Policy in a Post-colonial Society: the case of HKSAR” Paper presented at the 99th Annual Conference of American Sociological Association, held in San Francisco, California, USA
	6 November, 2004 “香港特區政府教育改革：全球化與競爭國家下的政策議論” Paper presented at the Conference on Reflection on Educational Reform in Shanghai and Hong Kong, held in Fudan University, Shanghai
TSE Kwai Choi	6 November, 2004 “滬港兩地基礎教育階段的德育改革：回顧與前瞻” Paper presented at the Conference on Reflection on Educational Reform in Shanghai and Hong Kong, held in Fudan University, Shanghai
WALKER Allan	June 2004 “Leadership learning through needs analysis” Invited plenary address at the Annual Conference of the Queensland Secondary Principals Association. Gold Coast, Australia
	June 2004 “Building caring and learning school communities: Purpose, passion and hope” Keynote address at the Annual Conference of the Queensland Secondary Principals Association. Gold Coast, Australia.
	21-24 September, 2004 “Divided they stand, united they fall: Reform disconnection in Hong Kong” Keynote address at the International Conference from the Asian Experience and Comparative Perspectives, Bangkok, Thailand.
	26-29 September, 2004 “Gateways to leadership learning - within and beyond context” Keynote address at the Australian Secondary Principals Association (ASPA) 2004 National Conference - Gateway to the Future, Darwin, Australia
WALKER Allan, QUONG Terry	26-29 September, 2004 Needs analysis for serving principals programme. Invited address at the Annual Conference of the Gateway to the Future Australian Secondary Principals Association 2004 National Conference and Association of Northern Territory School Educational Leaders (ANTESL) Biennial Conference, Darwin, Northern Territory, Australia.
XIAO Jin	26-27 August, 2004 “Human Resource Development in Twelve Countries: Frameworks for Research and Analysis” (to be published) Paper presented at the International Symposium on China Education and Human Resource Development, held in Beijing University
	9-10 October, 2004 2004年中國教育經濟學學術研討會-中國教育經濟學的回顧與展望，北京師範大學首都教育經濟研究院主辦 論文宣讀：“Labor Market in China and Determinants of Participation and Non-participation in Job-related Education and Training”
	16-19 November, 2004 第三屆農村基層組織建設研討會，香港中文大學主辦 論文宣讀：“從正規教育的困境走向為社區建設服務的教育培訓”
XIAO Jin, WONG Rui	6 November, 2004 “上海、重慶企業職工對技能認識的分類及其影響因素：三水平分析” Paper presented at the Conference on Reflection on Educational Reform in Shanghai and Hong Kong, held in Fudan University, Shanghai

CUHK won large grants for its school development projects

秉承驕人往績，繼續追求卓越

The Chinese University of Hong Kong (CUHK) was awarded a grant of \$74 million by the Education and Manpower Bureau (EMB) of the Hong Kong SAR Government for implementing two school development projects, viz. Partnership for Improvement of Learning and Teaching (PILT) and Quality School Improvement (QSI), from 2004 to 2009. The two projects will provide school-based support to a broad spectrum of local schools. It is the largest grant ever awarded to a tertiary institution in Hong Kong for school development purposes. The present award illuminates the leading role of CUHK in local school development endeavours, whereupon the sustainability of excellence is reflected by the implementation of a series of related projects that began with the Accelerated Schools for Quality Education Project (HK\$62 million awarded) six years ago.

The PILT Project aims at improving the quality of learning and teaching at junior secondary schools. It provides professional support for the development of different key learning areas and subjects, namely, Personal, Social and Humanity Education, Science, Mathematics, Physical Education, the proposed Liberal Studies, and Integrated Humanities. The project will also empower teachers to face the challenges brought about by Curriculum Reform and the changes of secondary school system. Led by Prof. John Lee Chi-kin as the Principal Investigator, with Prof. Billy So Kee-long, Prof. Jimmy Yu Chai-mei, Mr. Hon Hau-sut and Mr. Chan Kai-yeen on the Advisory Committee, the project aspires to provide professional support with high relevance to teachers and local schools. Ms. Louisa Cheung Yuet-sai, the Project Manager, will coordinate a team of 20 professors and instructors from the Faculty of Education of the CUHK, external frontline experts, and School Development Officers of the Centre of University and School Partnership (CUSP) of the CUHK to administer the project.

The QSI Project is a comprehensive school improvement project aiming to facilitate school development and promote a quality school culture in Hong Kong. The ultimate goal of the project is to achieve all-rounded development in every student. Under the leadership of Prof. Leslie N.K. Lo (Project Director), Prof. Wong Hin-wah (Head of Research and Development), Dr. Chiu Chi-shing (Executive Director) and Prof. Chung Yue-ping (Head of Management Committee), the project team will enhance the professional capacities of teachers and principals in areas such as teaching and learning, prioritization of school aims, and development of a continuous self-inquiry process. It is hoped that participants of the project will acquire solid professional knowledge and develop a strong awareness of the responsibility for continuous improvement. The project will span five years on a funding of \$46 million.

The excellent achievement of the CUHK in promoting school development has long been recognized and respected by the local education community. The collaborative efforts among CUSP, the Hong Kong Institute of Educational Research (HKIER), and the Faculty of Education of the CUHK in promoting comprehensive school development projects dated back to 1997, when the University and School Partnership Project was launched. In the years that follow, all the succeeding projects, namely the Accelerated Schools for Quality Education, the Quality Schools in Action, and the Student Leadership Development - 4Cs (Creativity, Critical thinking, Caring and Commitment), have received the largest amount of grants from the Quality Education Fund in their respective years of inception. Thus far, the total amount of grants awarded to the school development projects by the CUHK has exceeded \$130 million.

The CUHK has accumulated rich experience from its school development endeavours and achieved remarkable success in educational research. The PILT and QSI projects have positioned the University as a stronghold for school development in Asia.

香

港中文大學是香港自開埠以來，在為校長及教師提供到校專業支援服務方面，獲政府撥款最多的高等院校。

本校教育學院大學與學校夥伴協作中心及香港教育研究所於2004年12月與教育統籌局達成協議，於2004至2009年推展《優化教學協作計劃》及《優質學校改進計劃》。該協議源於教育統籌局立法會教育事務委員會2004年6月《大學—學校支援計劃》討論文件。香港中文大學得到撥款合共港幣七千四百萬元。

《優化教學協作計劃》主要支援初中不同學習領域及科目的發展，例如：個人、社會及人文教育、科學教育、數學教育、體育、綜合人文科，以及倡議中的通識教育科等。面對中學學制的改變，計劃亦會強化教師的專業能力，協助他們應付課程改革的挑戰。本計劃由教育學院院長李子建教授出任總監，蘇基朗教授、余濟美教授、韓孝述先生及陳繼賢先生出任顧問委員會成員，張月茜女士出任項目經理，並組成一支結合教育學院各學系共二十位教授、前線資深教師、及大學與學校夥伴協作中心學校發展主任的專業隊伍，為學校及教師提供專業支援。

《優質學校改進計劃》是一項全面學校改進計劃，目的是促進香港學校的發展及教育文化的改變，俾能讓學生在各方面都可有出色的學習果效。計劃為期五年（2004-2009），所獲撥款金額為港幣四千六百萬元。本計劃由盧乃桂教授出任總監，趙志成博士出任執行總監，黃顯華教授出任研究及發展組主管，鍾宇平教授出任管理委員會主席。計劃透過與學校合作來提升校長及教師的專業能量，並協助學校探究學與教的效能、排列工作優次、優化校內自我評核機制，不斷自我完善。

香港中文大學在「全面學校改進」方面的努力既廣受重視亦獲香港學界認同，成績有目共睹。大學與學校夥伴協作中心及香港教育研究所自1997年起已致力在香港推動全面學校改進工作，獲優質教育基金撥款的金額合共超過港幣一億三千多萬元。《香港躍進學校計劃》(1998-2001)更成為優質教育基金單項項目最高資助金額的計劃；而《優質學校行動》(2003-2004)及《學生領袖發展計劃——創意批判、關愛承擔》(2004-2005)均取得優質教育基金第六輪及第七輪撥款的最高上限。

過去七年，香港中文大學在學校發展方面累積了豐富的經驗，在教育研究方面亦取得優秀成果。這次獲教育統籌局撥款，更奠定了香港中文大學作為亞洲地區學校發展領域方面的翹楚。



李子建教授
Professor John Lee Chi-kin



盧乃桂教授
Professor Leslie N.K. Lo



黃顯華教授
Professor Wong Hin-wah

教育短評

Education Insight

本欄歡迎本院師生投稿，編輯委員會對來稿是否刊登有裁決權。除特別註明外，刊登文章之內容及觀點並不代表本院立場，作者文責自負。
This column is open to Faculty staff and students. Unless specified, articles printed do not represent the Faculty's position. Authors are fully responsible for the contents and viewpoint of their articles.

新高中通識教育科 三前景分析——壞版拼湊、好版拼盤、優版拼圖

鄭漢文
(教育行政與政策學系高級導師)

「拼圖式」的通識教育科

分析《改革高中及高等教育學制——對未來的投資》諮詢文件（教育統籌局，2004年10月）所建議的通識教育科（Liberal Studies）的前景，可以發現三種的發展可能：壞版「拼湊」、好版「拼盤」或優版「拼圖」。除了避免淪落為壞版「拼湊」，能否把現今設計的好版「拼盤」進一步改善為優版「拼圖」？

所謂拼圖，就是存有一整體為局部所必可拼合以成，即有必要在人文科為本的「自我與個人成長」、社會科為本的「社會與文化」、理科為本的「科學、科技與環境」這三板塊的學習加上獨立專題探究後，能夠有機體地拼合成為一圖，就是在從局部構成整體的過程中，體現通識教育（General Education）的統一精神。究竟有何統一精神？可以分為以下三種取向。

知識取向的通識教育科

高中生在畢業時成為文明的公民（civilized citizens），理應具備一定水平的文化常識（cultural literacy），至少對人類文明累積的文化常識之三大類型不能一無所知，例如：高中理科生不再「文盲」（人文科盲），高中文科生不會「理虧」（理科虧欠），高中文理生不會「離群」（脫離社群世態）。這樣的通識教育是讓高中生不再「文盲」、不再「理虧」，也不再「離群」，對三者合成一個人類文明的版圖或圖樣有一基本的掌握，在其中成為大公世界的住民，進而在升學、工作或生活中皆具備認清自己位置的（人生在世的）意識。

在知識取向的通識教育科（Knowledge-oriented LS）之中，因應知識之「通博化」，博雅教育（Liberal Education）得以體現。因此，Liberal Studies 之為liberal，即通過此科的學習讓學生「從人類文明的幅度的無知中解放出來以成為心智開明的公民」（liberated from ignorance of the breath of human civilization to become broad-minded citizens）。

能力取向的通識教育科

高中生在畢業時成為文明的公民，理應具備一定水平的通用能力（generic skill / general competency），這些能力體現於不同領域的通用性上，首先體現於（中英數三個學習領域外的）通識教育科之中，除了在文社理三大學習範疇（及其相應學習領域）中的每一領域皆可以運用得宜，且在獨立專題探究中更能統一地表現出來。在初中各學習領域、高中的中英數，以及高中的選修科目和其他學習經歷中所建立的基本能力，進一步在高中通識教育科中加以共冶一爐，提煉成縱橫不同領域皆通用的能力，以至在升學、工作或生活中皆可用上。

在能力取向的通識教育科（Skill-oriented LS）之中，因應能力之「通用化」，思考教育（Thinking Education）得以體現——例如：批判思考的能力得以強化提高。因此，Liberal Studies 之為liberal，即通過此科的學習讓學生「從無能參與人類文明中解放出來以成為自主自力的公民（liberated from incompetence to participate in human civilization to become autonomous citizens）」。

態度取向的通識教育科

高中生在畢業時成為文明的公民，理應具備一定水平的態度（素質和價值觀attitudes, qualities and values），這些態度必要貫通於不同型態的學習之中，例如：講理（reasonable），成為基礎教育要達成的3R（讀寫算）外的第四個R（理）。但為何要講理？講（道）理因為求真，講（道）理因為求善，前者體現於好奇心及其探索精神，後者體於好好心及其關懷精神。所以，這樣的態度有賴貫穿於人文世界、社會時局和自然生態，總其成於因應自選關懷的專題進行求真知的自主探究。所以，拼圖最後所成的是一個「心圖」的態度，這心態加上通識教育科的充實，慢慢形成素質以至價值觀，以後在升學、工作或生活中皆成為做人的意識。

在態度取向的通識教育科 (Attitude-oriented LS) 中，因應態度之「通心化」，價值教育 (Values Education) 得以體現——例如：修身濟世的情懷得以動心厚化。因此，Liberal Studies 之為 liberal，即通過此科的學習讓學生「從無心於含藏於人類文明中的真善中解放出來以成為心懷真善的公民」 (liberated from heartlessness about truth and goodness embodied in human civilization to become reasonable (inquisitive and caring) citizens)。

有待完成的拼圖

以上所分的三種取向：A for Attitude, S for Skill and K for Knowledge，可稱為“ASK (好問) Model”，表示通識教育科的基本精神就是「好問」，體現在學生學會「議題探究方法」，成為自主的學習者 (autonomous learners)。究竟有沒有別於專科教學法的「通識教學法」 (liberal pedagogy)？究竟現在文件所設計的通識教育科是取其中一種取向，還是三全其美？若是三者合一，就是培養「文明的公民應有的文化常識、通用能力、真善心態」，以此標示新高中通識教育的統一精神。

如何可以邁向三者並達的境地？如何也好，也要修改現今「拼盤式」的設計，首先避免流落為「拼湊式」的實踐，其次進而保證成為「拼圖版」，例如：會否把三大板塊進一步濃密一點（三範疇必修減為各二單元，選修任選二至三單元，總修八至九單元），把學習時數收緊一點（修訂建議另文再論）。此外，如何進而改為以上某一種或三合一的「拼圖」，例如：教師接任的培訓應重視此科所需的「通識教學法」和所要推行的思考教育、價值教育等等（教學探討另文再論）。這樣的課程改革的自我完善，也成了一幅有待完成的拼圖。上述的思考，也不過是課改這幅拼圖在拼合過程中的一段斷片，也是作者正在撰寫一書的其中一幅拼片。

（原文載於2004年12月13日《文匯報》視野版）

步履踉蹌的課程改革 — 談通識科

蔡寶瓊

(教育行政與政策學系副教授)

2004年10月，教統局宣布最新一輪教育改革，包括全面的學制改革（三三四制）以及課程改革。這次課程改革與學制改革一樣，都是大刀闊斧的。在新學制中，高中生所選修的學科差不多減了一半，通識科就要負起為他們提供基礎知識及治學能力的責任。

偷步的學制及課程改革

先看課程引進的準備。從改革的時間表來說，這次改動是十分倉卒的。2000年5月教統會的教改諮詢文件以及同年九月的正式改革文件提出中學三三制的構思，建議先成立專責小組，研究實施三年高中學制的可行性、具體方案和推行時間表，於2002年向政府提出建議。結果，這份報告於2003年5月提交。

根據這份報告所說，中學轉制需要一段較長的籌備階段，以「確保所有配套措施皆準備就緒」。其他方面不計，單就課程來說，報告認為要「草擬課程綱領、發展各科目的課程指引、製作教學資源，並籌備配合新課程的在職教師培訓課程等等工作」，就必須有四至六年的時間。除此之外，還要顧及「學與教文化的改變」。至於實際時間表方面，報告書以長遠中一派位機制將於2005/6學年實施，新機制下的中一學生將於2009/10年升讀中四，「為避免同一批學生在中學階段經歷兩次重大改變」，故此建議「於2010/11學年或以後實施新高中學制似較適合」。

言猶在耳，2004年10月，教統局宣布新學制與及課程改革要於2008年開始實施，比高中學制檢討報告書所建議的最早年限竟然提早了兩年。究竟報告書所羅列的種種改革成功的必需條件，包括課程及公開考試要就緒、學校和教師的準備、重整班級結構及增建學校、師訓課程的配合、大學及專上課程的配合和巨額資源調配等，是否突然起了重大的變化，以致改革可以提早落實？還有，報告書所作的不少於2010/11實施的考慮，為什麼現在又可以不理呢？在欠缺一個合理解釋底下，教統局推行的改革難免給人一種踉蹌上路的感覺，也難怪坊間流言處處，說急促的時間表，是為了使問責局長能於任內有「名垂千古」的功業。流言無根，我們也不必太認真看待。不過，影響深遠的教育改革，因考慮不周而稍有差池的話就後果堪虞，不易修復。

威權式課改難容新教學範式

新建議的通識科強調培育學生成為「具批判思考、反思能力和獨立思考的人」。這些能力的培育，很大程度繫於課室的日常運作，尤其是要視乎在師生的實際互動中，學生是否有主動參與學習的空間。傳統由上而下、指令式的教學是不能成就這種培育的。教師如果要輔導學生進行這種學習的話，他們自己就首先要明瞭及認同這種自主學習的過程。很諷刺地，從這個角度去看通識學科的引進，我們只見到一個指令式的、威權式的引進過程。從2004年10月頒布課改方案起，四年後所有學校很大部分教師就要執教，至於課程內容、實施方法等的制訂，卻從來沒有教師方面的參與，就是連最起碼的諮詢也欠奉。教統局直至今天為止所說的有關通識科的師資培訓，只糾纏於受訓時數，完全沒有提到如何協助教師達致教學範式的轉移，及這種轉移必備的條件。

檢視教師所處的宏觀脈絡，就更加令人對自主學習範式的引進不敢樂觀。教統局一面要引進大規模的教改，但另一方面卻大幅削減教師培訓學院的資助。再加上數年來教育掌權者所表達的蔑視、監控教師的態度和措施（例如語文基準試和官方的有關言論），教師所承受的，是被壓抑、被指令的負面經歷。背負著這些威權式的體驗，教師要成功過渡到通識科教學所需要的民主、開放的互動參與式教學模式，就需要懷著近乎聖人的胸襟和付出超乎常人的努力。

The Impact of Rush Life Style on the Quality of Education

*Leung Kui Chiu Issic
(current student of the Postgraduate Diploma-in-Education Programme)*

“The report of World most competitors 2004” reported that, in order to maintain the high degree of efficiency, Hong Kong employees, on average, had worked 1298 hours in 2003. It is the longest amongst all regions in the world. The side effect of such working habit is that people tend to manage many tasks simultaneously without, or hardly, considering the effect of the output. It turns out that we are so rush to finish one job by the other; ironically, ‘rush’ becomes a synonym of ‘busy’.

When rush becomes a routine, rushing to finish a task will be intuitively equivalent to efficiency even though people may not have time to evaluate the effectiveness.

Rush culture is not a sole heritage from commercial world. It affects education. High school teachers keep criticizing the overwhelming materials needed to be covered within short semesters. As a result, they rush to complete the taught materials. Whether or not students have learnt is of less concern. Written examination is of course the catalyst of creating rush learning manner.

As a consequence, every one, including teachers, students themselves and school administration are to care about if their students are competitive enough in public examination.

People’s feeling of insecure and insufficiency and being left behind also hurts. It hurts so much that they seem being programmed to accept that finishing school work and assignments means to fulfill learning requirements. Finishing a learning task in short period of time is equivalent to reaching high academic standard. Whether or not they really learn seems not the big concern. The effectiveness of break and pause during the long learning process is overshadowed by the concern of speed of learning. One example is that higher forms students have to come to school in summer holidays for additional lectures to prepare for public examinations in the following academic year.

Those star teachers from private tuition institutes become another icon of the short cut to success. Even though it is widely accepted that a good public examination result is not necessary the consequence of quality of learning. Continuous reading as a procedure of acquiring solid knowledge is becoming a luxury act to success.

Kids grown up in a rush culture environment lose their patience to wait or embark onto long-term commitment; even prolong relationship with one another. And the worst is that they lose their interest to learn advanced theory and skills from hard lessons. Learning slowly is always placed parallel to the problem of learning difficulty. We have already had so many rush kids.

奧運教育 全民參與

*夏秀禎
(體育運動科學系副教授)*

2001年7月13日，北京獲得2008年奧運會的主辦權，舉國歡騰，在奧運史上記錄了新的篇章，亦成就了中國人邁向世界體壇的最高境界。根據國際奧委會指出，現代奧運的意義，不僅是局限於奧運會中的16天競技比賽，而是透過舉辦世界性的體育活動，融合本土與各國的文化、歷史、經濟及教育等領域為一體的全球性社會運動。在教育方面，體育與德育的結合最能表現奧運精神的真正風采，當中包括公平公正、多元文化、力爭優秀及建立積極健康生活模式。

2004年初，中國國家體育科研會首席研究員任海教授與筆者進行了一項比較研究顯示，香港學童對奧運知識及相關概念較北京及中國其他城市之學童顯著偏低，表示政府、學校、及有關團體應着手為香港學童提供一套全面的奧林匹克課程，透過學校體育科、德育科、或公民教育科、及傳媒資訊等途徑廣泛地推行「奧運教育、全民參與」的概念。通過體育運動、教育與文化的結合，以“更快、更高、更強”的口號，激勵年青人不斷進取，以公平競爭的原則教育人類在生活中規範自己的行為，增強人與人之間的和諧發展，從而促進社會和平、國家團結和進步。

訪問學者名錄

List of Academic Visitors

2004年6月至11月
June - November 2004

訪客姓名 Name of Visitors	所屬院校 Institutions
文秋芳教授	南京大學
唐漢衛教授	山東師範大學
張治國副教授	東北師範大學
萬明鋼教授 (院長)	西北師範大學教育科學學院
楊瑩教授	淡江大學高等教育研究與評鑑中心
楊衛星教授	貴州師範大學教育科學學院
楊曉萍博士	西南師範大學
鄭造桓教授、徐小洲教授	浙江師範大學
鍾秉林校長	北京師範大學
Dr. Istvan BERKES	Orszagos Sportegeszegugyi Intezet, Hungary
Prof. Bernie DOOGE	San Diego State University
Dr. Timo JARVELA	City of Tampere, Finland
Prof. John MACBEATH	University of Cambridge
Prof. Doune MACDONALD	University of Queensland
Dr. Gonzalo MORA	Clinica Universitaria, Spain
Prof. James MORROW	University of North Texas
Ms. Anne OFSTEDAL	United Board for Christian Higher Education in Asia
Dr. Attila PAVLIK	National Institute for Sports Medicine, Hungary
Dr. Peter M. SENGE	Massachusetts Institute of Technology
Prof. Herbert D. THEIR	University of California
Prof. Kevin YOUNG	University of Clagary, Canada
Dr. YOUNG Tae Lim	Konkuk University, Korea

訃聞

Obituary

資深銀行家及慈善家**何添博士**於2004年11月6日辭世，享年95歲。何博士為香港恒生銀行開業元老之一，生平樂善好施，積極參與公職及捐獻教育、醫療服務。本院基地何添樓，即為何博士於八十年代捐資興建。對其辭世，本院深表悼念。

Dr. Ho Tim, a veteran banker and philanthropist in the region, passed away on 6 Nov 2004 at the age of 95. Dr. Ho was a founding member of the Hang Seng Bank, well-known for his philanthropy. He was active in public service and contributed substantial funds towards the education and medicine disciplines. The Faculty's building, the Ho Tim Building, is named after Dr. Ho for his generous donation in the 1980s. The Faculty mourned the death of Dr. Ho, and his contribution will be deeply engraved in our memory.

Celebration Activities of the 40th Anniversary of the Faculty of Education CUHK

The year 2005 is special for the Faculty of Education CUHK. It marks 40 years of the Faculty's achievement in teacher education.

Established in 1965, the Faculty of Education has stood up to all sorts of trial and tribulation, and grown into a par excellence institute devoted to education. The birthday does not only honour the Faculty's superbness in fulfilling its mission, it also offers an opportunity for us to reflect on our past and consider the future that lies ahead. In commemoration of the anniversary, the Faculty will organize numerous celebration activities spanning the whole year. The list below indicates events that have been scheduled. There will be more to come.

Upcoming 40th Anniversary Celebrations

JAN 2005

- ◆ Public Lecture: Inauguration of Dr. Tien Chang Lin Technology Innovation Foundation Lecture Series
- ◆ Faculty Logo Competition & Lyrics Competition (co-organizer: PGDE Student Society)
- ◆ Symposium: 「香港文學教育研討會」 (co-organizer: HKIER)

FEB – APR 2005

- ◆ SPE Festival (organized by SSPE)
- ◆ Alumni Donation Scheme
- ◆ Symposium: 「第七屆兩岸三地課程理論研討會：課程發展、教師專業發展與學校更新研討會」 (co-organizer: HKIER)
- ◆ Faculty of Education Newsletter - Special issue on the Anniversary

SEPT – NOV 2005

- ◆ PGDE Graduation Ceremony
- ◆ Walkathon & Carnival
- ◆ Teachers' Festival (organized by LED Student Society)

DEC 2005

- ◆ International Conference: "Developing Teacher Leadership & Educational Partnerships in the Face of Educational Reform" (co-organizer: HKIER)
- ◆ Hong Kong Teachers' Tennis and Table-tennis Championship (organized by PEU)

Unit Codes

HKIER	Hong Kong Institute of Educational Research
LED	Bachelor of Education (Language Education) Programme
PEU	Physical Education Unit
PGDE	Postgraduate Diploma in Education Programmes
SSPE	Department of Sports Science and Physical Education

For enquiries of the celebration campaign, please call 2609 6921

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