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香港教育研究所

## Hong Kong Institute of Educational Research

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### I. 簡介 Introduction

香港教育研究所（下稱研究所）蒙田家炳基金會慷慨捐助港幣五百萬圓，於 1993 年 9 月成立，為香港中文大學轄下一個研究單位。自成立以來，研究所一直本著以下宗旨，致力推動教育研究及發展工作：

- (1) 提高香港中文大學在教育研究領域的領導地位，配合教師行業的需要，並為國際組織和本地教育團體提供顧問服務；
- (2) 加強大學與本地學校以至海外學術機構的聯繫；
- (3) 透過推動研究計劃，促進本港教育政策的釐訂和多元發展，並就重要教育課題向教育決策者及教育專業人士提供意見；及
- (4) 發揮資源中心作用，鼓勵及支持跨學科研究計劃的發展。

為達成上述目標，研究所積極推行下列活動：

- (1) 發展、支持並協調長遠的跨學科研究計劃，以協助制訂本地及國內教育政策；
- (2) 建立資料庫，以儲存國際及本地教育計劃的重要資訊；
- (3) 以不同的出版方式發表研究結果，搜羅各種研究工具和資料，並發展教學和訓練材料；
- (4) 為學術組織及教育專業團體籌辦活動；
- (5) 籌辦專業發展課程，並為有興趣人士提供顧問服務；
- (6) 與本地及海外學者、社會賢達、決策人士、學校校長及教師建立聯繫網絡，以支援本所各項工作。

為了提升重點發展項目的質素，研究所轄下成立了四所研究及發展中心，分別為：

普通話教育研究及發展中心、香港教育領導發展中心、香港學生能力國際評估中心、學習科學與科技中心。雖然這四所中心的發展階段各有不同，但它們的工作和成果已獲得所屬專業界別認同。

#### 甲、普通話教育研究及發展中心

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普通話教育研究及發展中心在 1998 年 9 月正式成立。自成立以來，中心得國家語文文字工作委員會支持及協助，積極推廣普通話教育工作，包括：

- 定期舉辦普通話水平測試；
- 為各行各業人士舉辦普通話培訓課程；
- 為社會人士提供普通話診斷服務；
- 進行普通話教育研究；
- 出版中心通訊及有關普通話教育的書刊；
- 舉辦普通話教學及測試講座；及
- 為學校、社團、機構等提供培訓及測試的顧問服務。

#### 乙、香港教育領導發展中心

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香港教育領導發展中心於 1998 年成立，旨在推動各教育領域的領導實踐，加強教育界對這方面的認識，促進教育領導的發展。中心透過與教育領導工作者緊密合作，希望為香港、亞太地區，以至世界各地的教育領導者，進行高質素的研究，發展教育領導計劃及有關訓練課程。

此外，中心透過下列工作，致力提升教育領導工作者的專業水平：

- 舉辦培訓課程以提供支援服務；
- 為個別人士及院校提供諮詢服務；

- 與其他領導中心建立聯繫；
- 推動有關教育領導及行政的研究計劃。

中心的教育領導工作範圍廣泛，包括課程、工作坊、研討會、會議、研究、諮詢服務、交流及訪問、經驗分享、客席教授講座等。

### 丙、香港學生能力國際評估中心

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香港學生能力國際評估中心於 2003 年成立，旨在促使香港制訂嶄新的全球評估及監察機制，並建立完備的資料庫，就年青一代對升學、就業和參與社會事務有否作好準備，為教育持分者提供資訊。中心的目標如下：

- 按國際水平改善評估方法，並提升學生的認知與非認知能力；
- 加強香港在各項學生國際評估計劃的角色；
- 促進不同國際組織（包括經濟合作與發展組織、世界銀行和聯合國教科文組織）與香港中文大學及香港特別行政區政府在評估計劃的協作；
- 釐清本地學校教育的質素及均等問題；
- 培訓教育評鑑人員和教育工作者，以監察學生能力；
- 提高香港、其他華人社會和亞太地區學者在評估學生能力和學校效能方面的技能。

中心的四大研究範疇包括：「香港青少年之追蹤研究」、「證據為本學校改進計劃」、「善用國際評估以促進教與學」及「學生能力評估國際網絡」。

### 丁、學習科學與科技中心

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中心（前稱「資訊科技教育促進中心」）於 2005 年 4 月成立，隸屬於香港教育研究所，並在 2016 年 5 月易名為「學習科學與科技中心」。中心與本校教育學院緊密合作，旨在促進學習科學與科技理論和實踐的研究及發展，與教育界分享研究成果，並在本港、

大中華地區以至世界的教育上推動資訊科技的有效應用。中心有助香港中文大學成為學習科學與科技領域不同持分者專業發展和研究的重鎮。

中心的目標包括：

- 透過研究和知識轉移計劃，促進教育界應用學習科技與實證為本學習原則；
- 支援教育界在學生學習和教學實踐上融入學習科技與實證為本學習原則；
- 進行、支援和推廣有關學習科學與技術的研究，並建立本地及國際組織的夥伴協作；
- 為職前和在職教師提供優質專業發展課程，使其在教學實踐和學校策略規劃上具備融入學習科技與實證為本學習原則的技能。

中心的工作主要有四方面：進行研究及發展計劃，開辦專業發展課程，促進本地及國際合作，舉辦學術會議及研討會。

Funded by a generous donation of five million Hong Kong dollars from the Tin Ka Ping Foundation, the Hong Kong Institute of Educational Research (HKIER) was established in September 1993 under the aegis of The Chinese University of Hong Kong (CUHK). Since its inception, the HKIER has committed itself to promoting educational research and development. Its goals are to:

- (1) help the University strengthen its roles as a leading centre of educational research, as a responsible institution that addresses the needs of the teaching profession, and as an active consultant for international organizations and local educational bodies;
- (2) strengthen the University's ties with local schools and overseas institutions;
- (3) initiate projects which facilitate educational planning, and inform policy-makers and members of the education profession on crucial educational issues; and
- (4) serve as a resource centre for educational researchers, and create and sustain a climate in which interdisciplinary research projects can flourish.

Towards these ends, the following activities in related areas are being undertaken:

- (1) developing, supporting, and coordinating strategic research projects with strong policy implications for educational development in Hong Kong and China;
- (2) establishing a data bank for important data from relevant international and local projects;
- (3) publishing research findings and ideas in various forms, establishing a collection of research tools and materials, and developing instructional and training materials;
- (4) organizing activities for the academic community and the education profession;
- (5) offering professional development programmes and consultancy services for interested parties; and
- (6) forming a network of local and overseas scholars, community leaders, policy-makers, school principals, and teachers, to support HKIER's endeavours.

To enhance the quality of its work in key areas, four research and development centres have been established under the HKIER. They are: (a) the Centre for Research and Development of Putonghua Education; (b) the Hong Kong Centre for the Development of Educational

Leadership; (c) the Hong Kong Centre for International Student Assessment; and (d) the Centre for Learning Sciences and Technologies. These centres are at different stages of development, but nevertheless their work has been well acclaimed by people in the respective fields.

#### A. Centre for Research and Development of Putonghua Education

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The Centre for Research and Development of Putonghua Education was established in September 1998. With the support of the State Language and Writing Commission of The People's Republic of China, this Centre aims to vigorously promote Putonghua education.

The scope of activities of the Centre includes:

- periodically conducting Putonghua proficiency test;
- conducting Putonghua training programmes for the members of various professions;
- providing "Putonghua Diagnosis" services for the community-at-large;
- conducting research on Putonghua education;
- publishing the Centre's Newsletter and other publications on Putonghua education;
- organizing seminars and conferences on proficiency testing and teaching of Putonghua;
- rendering consultancy services in Putonghua proficiency testing and teacher training for schools, community-based centres and other institutions.

#### B. Hong Kong Centre for the Development of Educational Leadership

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The Hong Kong Centre for the Development of Educational Leadership was established in late 1998 as a major vehicle for advancing the practice, understanding, and development of leadership at all levels of education. Through working closely with practising professionals, the Centre aims to conduct quality research, and organize development and training activities for educational leaders in Hong Kong, the Asia-Pacific region, and the wider international community.

The Centre aims to promote the professionalism of educational leaders through:

- providing supportive services in the form of training courses;
- offering consultancy services to individuals and institutions;
- developing connections with other leadership centres;
- promoting research in educational leadership and administration.

The Centre offers a wide range of activities related to educational leadership, including courses, workshops, seminars, conferences, research, consultancy, exchanges and visits, experience-sharing sessions, and lectures by visiting speakers.

### C. Hong Kong Centre for International Student Assessment

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Website: <https://www.fed.cuhk.edu.hk/~hkcisa>

Established in 2003, the Hong Kong Centre for International Student Assessment aims to facilitate the creation of a new global assessment and monitoring system in Hong Kong and to establish a rich database, which can inform education stakeholders of youths' readiness to participate in further study, work, and community affairs.

The objectives of the Centre are:

- to improve assessment practices and enhance student competencies including cognitive and non-cognitive aspects from an international perspective;
- to strengthen the role of Hong Kong in the network of international student assessment projects;
- to promote collaboration among international agencies (such as OECD, World Bank and UNESCO), CUHK and the Government on assessment projects;
- to address quality and equality issues within the context of local schooling;
- to train evaluators and practitioners in education to monitor student competencies; and
- to empower scholars in assessing student competencies and school effectiveness in Hong Kong, other Chinese societies, and Asia-Pacific regions.

The four major research areas of the Centre are “Longitudinal Study of Adolescents in Hong Kong” (HKLSA), “Evidence-based School Improvement Project” (EBSIP), “Assessments for Teaching and Learning” (AFTL), and “International Network of Student Learning Assessment” (INSLA).

### D. Centre for Learning Sciences and Technologies

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The Centre (formerly known as the Centre for the Advancement of Information Technology in Education) was established in April 2005 under the auspices of the HKIER, and was renamed as the Centre for Learning Sciences and Technologies in May 2016. In close cooperation with the Faculty of Education, the Centre facilitates the study and advancement of the theory and practice of learning sciences and technologies in education, disseminates research findings to the educational community, and promotes the effective use of learning technologies in Hong Kong, the Greater China Region, and the profession worldwide. The Centre will keep the University in good stead as a major hub for professional development and research in learning sciences and technologies for stakeholders in the field.

The missions of the Centre are to:

- undertake research and knowledge transfer projects to advance the use of learning technologies and evidence-based learning principles in the education community;
- support the education community in integrating learning technologies and evidence-based learning principles into student learning and pedagogical practice;
- conduct, support, and promote research in learning sciences and technologies, and

establish collaborative links and partnerships with local and international collaborators; and

- provide quality pre-service and in-service teacher professional development programmes to equip educators with the skills of integrating learning technologies and evidence-based learning principles in teaching practices and strategic school planning.

The work of the Centre focuses on four main areas, namely conducting research and development projects, offering professional development courses, forging local and international collaboration, and staging academic conferences and seminars.

## II. 學術研究 Academic Research

一直以來，本院教師在個人學術研究方面都相當活躍，研究領域日益擴闊，研究項目現已超過一百個，範圍涵蓋與教育相關各門學科的課題。研究成果寫成論文後，經常在海內外學術刊物上發表，或在本港及其他地區的學術、專業研討會上報告或刊登。

香港教育研究所成立後，便不斷積極匯聚院內老師的力量，發展各項研究計劃。其中某些項目的發展將對香港及中國地區的教育政策產生深遠影響，例如由歐冬舒教授、王香生教授及 Professor Kenneth K. WONG (美國布朗大學) 共同推展的研究項目「大灣區教育政策及發展研究聯盟」，因應政府有關大灣區的發展藍圖而設立下列目標：(1) 推動大灣區經濟增長，並聚焦於人力資本發展；(2) 有系統地調查大灣區高等教育現時及未來的機遇與挑戰；(3) 與大灣區學校及高等院校建立策略夥伴關係，共同研究及制定政策；(4) 促進高等教育機構之間的跨學科研究合作，並著力探討大灣區的教育議題；(5) 建立及維持有關公共教育的數據庫；及 (6) 透過實證為本研究，改善大灣區的教育政策和實踐。

本院教師的研究獲不同機構資助，而當中大部分經費是透過公開競逐獲得。該等機構包括香港研究資助局、優質教育基金、教育局、以及其他校內外資助撥款委員會。

Over the years, members of the Faculty have been actively engaged in research projects that encompass a variety of research interests in educational studies. The research agenda of these studies has been continually expanding, with over a hundred projects being undertaken. The fruits of these research efforts have been disseminated at academic conferences in Hong Kong and abroad. Also, many of the completed projects have resulted in the publication of articles in local and international academic journals.

The HKIER, shortly after its establishment, started working proactively towards integrating various separate research strengths to create fruitful collaboration across the Faculty. To date, the HKIER has established a myriad of research projects covering specific strands. Upon

their conclusion, these projects are expected to have a profound impact on educational policy both in Hong Kong and China. For instance, the current research initiative “Research Consortium on Education Policy and Development in Greater Bay Area” led by Co-principal Investigators Professor OU Dongshu, Professor WONG Heung Sang Stephen and Professor Kenneth K. WONG (Brown University, USA), has established the following objectives in response to the government’s development blueprint on the Greater Bay Area initiatives: (1) contribute to economic growth of GBA with a strong focus on human capital development; (2) conduct systematic investigation on current and emerging opportunities and challenges in higher education in GBA; (3) form strategic partnership on research and policy development between school systems and the education faculty in higher education institutions in GBA; (4) foster multidisciplinary research collaboration among higher education institutions that primarily focus on education issues across the GBA; (5) create and maintain a database on public education in GBA and (6) use evidence-based research to inform and improve policy and practice in education in GBA.

Faculty members have been successful in securing research grants from various funding agencies, most of them through competitive bid. These agencies include the Research Grants Council of Hong Kong, Quality Education Fund, Education Bureau, and other internal and external funding bodies.

### III. 學報 Journals in Education

#### 《教育學報》

主編：謝均才教授

《教育學報》初出版於 1968 年，主要刊登教育工作者和教育研究人員對教育的創見新知。自 2010 年秋季，《教育學報》重組，與《基礎教育學報》合併，重新定位為地區及國際期刊，探討大中華地區以至全球所關注的教育議題。學報續以《教育學報》名義刊行，接納中文或英文文稿，旨在建構一教育學術議論的全球共通平台。2013 年，《教育學報》獲台灣國科會（現為科技部）人文社會科學研究中心評審通過，收錄為「臺灣社會科學引文索引」（TSSCI）核心期刊。2017 年，學報亦收進「中文社會科學引文索引（港澳台及海外華文）」。

學報所收文章以多種角度和研究方法，有系統地分析及探討教育制度、研究教育理論、探索教育問題、交流教學實踐經驗等。學報肩負起聯繫全球學者和研究人員、交流教育理論和實踐經驗的角色。《教育學報》每年出版兩期。

#### Education Journal

##### Chief Editor: Professor TSE Kwan Choi Thomas

The *Education Journal* was established in 1968 for promoting the exchange of ideas and rational discourse between practising educators and educational researchers from Hong Kong and abroad. The journal has undergone restructuring in Autumn 2010, in which it merged with the *Journal of Basic Education*. It then re-positioned itself as a



regional and international journal exploring educational issues in Greater China as well as those of global concern. It will continue publishing under the title of *Education Journal*, accepting articles that are written in Chinese or English and aiming at establishing a platform of education discourse for the global community. In 2013, the journal was accepted as a TSSCI core journal. In 2017, the journal was included in CSSCI (Hong Kong, Macau, Taiwan and Overseas). The journal will publish articles that attempt to analyse or synthesize educational theories, processes and systems from different viewpoints and approaches. Articles of empirical or theoretical studies on practical experience of educators will also be considered. The journal is therefore intended to serve as a bridge for academic exchange between Chinese and international academics and researchers. The journal publishes two issues a year.