

**【Education Policy Studies Series】**

A Plan of School-based Curriculum  
Development (Design, Enactment  
and Evaluation) on New Senior  
Secondary Liberal Studies

Philomena Ng

Candice Ng

Hin-wah Wong

Faculty of Education      Hong Kong Institute of Educational Research

The Chinese University of Hong Kong

## **About the Author**

Philomena Ng is a Liberal Studies teacher in a secondary school. She is also a student of Master of Arts Programme in Curriculum Development and Teaching of Liberal Studies, The Chinese University of Hong Kong.

Candice Ng is Honorary School Development Officer of the Quality School Improvement Project, Hong Kong Institute of Educational Research, The Chinese University of Hong Kong.

Hin-wah Wong is Professor in the Department of Curriculum and Instruction, The Chinese University of Hong Kong.

© Philomena Ng, Candice Ng, & Hin-wah Wong 2008

All rights reserved. No parts of this publication may be reproduced or transmitted in any form or by any means without permission in writing from the author.

ISBN 978-962-8908-20-2

## **Education Policy Studies Series**

Education embraces aspirations of individuals and society. It is a means of strengthening human resources, sustaining competitiveness of society, enhancing mobility of the underprivileged, and assimilating newcomers to the mainstream of society. It is also a means of creating a free, prosperous, and harmonious environment for the populace.

Education is an endeavor that has far-reaching influences, for it embodies development and justness. Its development needs enormous support from society as well as the guidance of policies that serve the imperatives of economic development and social justice. Policy-makers in education, as those in other public sectors, can neither rely on their own visions nor depend on the simple tabulation of financial cost and benefit to arrive at decisions that will affect the pursuit of the common good. Democratization warrants public discourse on vital matters that affect all of us. Democratization also dictates transparency in the policy-making process. Administrative orders disguised as policies have a very small audience indeed. The public expects well-informed policy decisions, which are based on in-depth analyses and careful deliberation. Like the policy-makers, the public and professionals in education require a wealth of easily accessible facts and views so that they can contribute constructively to the public discourse.

To facilitate rational discourse on important educational matters, the Hong Kong Institute of Educational Research of The Chinese University of Hong Kong organizes from time to time “Education Policy Seminars” to address critical issues in educational development of Hong Kong and other Chinese societies. These academic gatherings have been attended by

stakeholders, practitioners, researchers and parents. The bulk of this series of occasional papers are the fruit of labor of some of the speakers at the seminars. Others are written specifically as contributions to the series.

The aim of this *Education Policy Studies Series* is to present the views of selected persons who have new ideas to share and to engage all stakeholders in education in an on-going discussion on educational matters that will shape the future of our society.

# **A Plan of School-based Curriculum Development (Design, Enactment and Evaluation) on New Senior Secondary Liberal Studies**

## **Abstract**

*This is a case study of the preparation made by a local secondary school for the New Senior Secondary Liberal Studies curriculum. The problems faced by the school and the trajectory adopted to tackle them are illustrated. In doing so, the leadership styles exhibited by different key players would be elucidated.*

## **Introduction**

In 1992, a local secondary school (hereafter as “School A”) took the bold step to introduce the AS-level Liberal Studies (LS) curriculum as a compulsory subject for all Form 6 students. The main rationale of such a move is to nurture students as specialists with “general intellectual abilities-excellences” (Cheng, 1997, p. 79) by “comprehensive” education (全科教育) (Ho, 1981). After nearly fourteen years of trial-out, LS would become the fourth core subject in the New Senior Secondary (NSS) curriculum. Given the history and experiences of teaching and learning AS-LS in School A, does it help LS teachers prepare for the NSS-LS curriculum? Is the trajectory adopted in the past suitable for the new one? What are the obstacles for developing LS in a larger-scale manner? The first author of this paper is also an active participant of NSS-LS curriculum development in School A. This paper will address, from the point of view of a curriculum leader, the questions posed and discuss the ways that teachers and the school

authority adopted in designing, enacting and evaluating the new curriculum, the problems that arose in the course of the preparation, and the early attempts made to tackle the problems.

### **Curriculum Design — Building NSS-LS Curriculum on the Existing One**

In designing NSS-LS curriculum in School A, some fundamental questions have to be addressed. Firstly, does curriculum reform simply mean abolishing the old one and replacing it with an entirely new one? Secondly, what is the end result to be achieved? Thirdly, what are the strengths and uniqueness that School A possesses in developing NSS-LS?

#### ***Building on the Formal Curriculum***

There is no substantial evidence that “high-quality interdisciplinary classrooms” produce greater learning than “high-quality disciplinary classrooms” (Stevens, Wineburg, Herrenkohl, & Bell, 2005, p. 126). School A also believes that without solid foundation of knowledge in different disciplines, students’ discussions and analyses are likely to remain at the “empty talk” level. Therefore, instead of replacing the humanities subjects with a single subject such as Integrated Humanities (IH) or Social Studies, School A decided to preserve all the traditional subjects.<sup>1</sup>

On the other hand, the teaching contents of the junior form Civic Education (CE) curriculum is quite similar to that of the citizenship education in the United States and the AS-LS schema, regardless of the teaching pedagogy adopted by teachers. Hence,

School A decided to make use of CE as the platform to establish firm foundation for NSS-LS.

As School A had to make use of the existing subjects to prepare its students for NSS-LS, the “departmental collaboration model” (多部合辦) was adopted (Cheng, 2005).<sup>2</sup> An NSS-LS core group (hereafter as “the core group”) composed of teacher representatives from different Key Learning Areas (KLAs) was established in the spring of 2006.<sup>3</sup> The members of the core group had already done curriculum mappings and examined if the basic education provided to students has instilled sufficient knowledge and skills for them to master the NSS-LS curriculum.<sup>4</sup> The core group reached a consensus that teacher representatives would go back to their own departments to discuss the possibility of infusing those concepts and skills required in NSS-LS that are not covered currently into their respective syllabuses.

### *Difficulties in Coordinating Across Different KLAs*

There were several problems that the core group encountered. First and foremost, since most of the teacher representatives are not panel heads, it is not easy for them to persuade their department heads to add additional elements to the existing curriculum in view of the tight teaching schedules. Secondly, with so many teaching periods, it is difficult to encourage both the department heads and their colleagues to devote themselves to preparing instructional materials for NSS-LS. Thus, most of the curriculum design and instructional materials were done by CE and LS teachers (totally four teachers, with the first author as the only full-time LS teacher).

### *Difficulties in Designing the Curriculum Framework*

The core group has had lengthy debates about the curriculum framework as different teachers held different views on the “ideal” way in materializing NSS-LS in this school context. The following are some of the major disputes:

- Is there any real need for the school to change the curriculum design? What are the differences between concept-based, thematic-based, and issue-enquiry approach?
- Should LS teachers focus on transmitting knowledge, nurturing the affective disposition of students, or equipping them with the skills necessary for learning NSS-LS?
- What are the guiding principles for putting those concepts identified in the progression of study? How can it be arranged in a “sequence” (Tyler, 1949, p. 85) that helps multiply the learning efficacy?
- In planning the progression of study for the LS foundation course (Forms 1–2) and NSS-LS (Forms 3–6) curriculum,<sup>5</sup> should spiral approach be adopted? In other words, what is the most desirable way to organize “vertical reiteration of major curriculum elements” (Tyler, 1949, p. 85)?

### *Difficulties in Designing the Instructional Materials*

At present, LS and CE teachers are working out the concepts in different areas of study to enrich the framework and instructional materials simultaneously. Instructional materials for Form 1 had been designed and were used in the 2006–2007 academic year. Yet, there are a number of problems:

- Although members of the core group all agreed to refer to the provisional final draft as signposts for preparing instructional materials, there is no agreement among teachers on the level of depth of the teaching.
- Some well-experienced teachers have been using pre-packaged curriculum materials in their teaching for many years. Some of them do not understand how to design instructional materials by using the issue-enquiry approach, whereas others think that it is too time-consuming to do so, as they are preoccupied by their own teaching and administrative responsibilities, and thus suggest using hands-on LS textbooks instead.
- Besides, in devising their lessons, some teachers adhere to the habit of “chalk and talk” teaching, which is the main obstacle to providing sufficient scaffolds to help students connect ideas or lead them to higher-order thinking. Thus, the products produced are generally unsatisfactory.
- Lastly, as pinpointed by Tyler (1949), there is always a “difference between the relationship of curriculum elements as viewed by an expert in the field and the relationship to the learner or teachers” (p. 97). In the course of curriculum design, the principal was decisive enough to invite a team of “external facilitators” headed by Dr. Chiu Chi-shing of the Quality School Improvement (QSI) team to guide the core group through the preparation. However, some teachers do express their doubts about the applicability of the suggestions made by the QSI team to their students, and some are skeptical in collaborating with the team.

In the light of the above situation, different attempts have been made to tackle the problems. Seven meetings were called in the 2005–2006 academic year for the core group members to discuss the roadmap for developing LS curriculum with the QSI team. To paraphrase Knowles’s words, if adults feel that they are being “ignored or devalued” “in any situation,” they would perceive it as an experience of being rejected personally (see Zepeda, 1999, p. 45). Bearing in mind that establishing a common ground and good working relationship are crucial, ample time was given to different members of the core group to express their concerns and different ideas for planning the progression of study. After several rounds of discussions, the core group reached an initial consensus that the main essence of the curriculum design is not focusing on covering as many topics in the provisional final draft as possible, but on identifying powerful concepts such as “stereotyping” that connect different areas of study so that students can form appreciable connections with their learning. In other words, training students with the “faculties of the mind” needed and the ability to “transfer” what they have learnt in one situation to novel ones should be the main objective (Tyler, 1949, p. 17). Besides, it was agreed that concept-based curriculum design would be used in conjunction with the issue-enquiry approach.

In the core group meetings, the criteria for allocating concepts in different years of study were discussed. Drawing from the experiences of other schools in which the QSI team has worked with, together with the teachers’ understanding

about the cognitive development and capability of their own students, and the prior knowledge students have acquired in other subjects, a curriculum framework for Forms 1–6 was endorsed at last.<sup>6</sup> However, all core group members agree that the progression of study is subject to change whenever it is deemed necessary and conducive to students' learning.

### ***Building on the Informal Curriculum***

In addition to the formal curriculum, the core group also worked with the help of the Experiential Learning (EL) Coordinator to explore various educational experiences for students.<sup>7</sup> In an old school, it is difficult to produce changes as there are many sub-cultures in different interest groups. Therefore, the Principal recruited the EL Coordinator in 2007 to coordinate cross-curricular learning experience with different department heads.<sup>8</sup> As noted by Hargreaves and Macmillan, and Stoll and Fink, the setting up of a new “position[s] of responsibility (PORs)” (i.e., the EL Coordinator in this case) may help facilitate changes to culture in a more proactive manner (see Hannay, Erb, & Ross, 2001). For example, a simulation game was co-organized by the EL Coordinator, humanities subject departments and Crossroad International to raise students' awareness about the problem of poverty in different parts of the world in 2007. As such, more than 180 Form 3 students actively participated in this workshop in the school hall to explore things that individuals, non-governmental organizations, and governments could do to alleviate poverty.

Besides, teachers recognize that it is difficult to develop and even modify students' values and attitudes. Thus, the core

group intended to fully utilize the Community Service Program to set up different environments for raising students' awareness on social issues such as the importance of equal opportunity and respect for diversity to educate for civility (Henderson & Hawthorne, 1995, pp. 13–14), and evoke desirable attitudes and behaviors among the students (Tyler, 1949). Class lessons can be used as a platform for frontloading and consolidating students' experience in their community services. As a matter of fact, many service programs provided by the school are connected to the NSS-LS curriculum. For example, the tree planting service done by Form 1 students in 2007 was related to environmental protection and civic-mindedness under the first and third areas of study (NSS-LS curriculum) respectively. The visit of Form 2 students to the elderly home is a good chance for them to understand the past and the present development of Hong Kong through the eyes of a different generation. The living history of the elderly provides some knowledge for students to undergo studies related to "Hong Kong Today."

As put forth by Prof. Tsang Wing-kwong, it is the main mission of LS to free students from "laziness and cowardice," and enable them to "have courage to use their own understanding publicly in all matters," especially related to "impropriety" and "injustice."<sup>9</sup> Thus, the LS department collaborated with the teacher-in-charge of the English Debating Team, the Harvard Model Congress, and Model United Nations (MUN) to organize discussion forum for LS and non-LS students to enhance their reasoning skills, their confidence in impromptu speaking, and their awareness of world issues. In 2007, for instance,

a discussion forum with the MUN students was co-organized to engage Form 6 and Form 7 students in a detailed and critical examination of issues related to global warming. Throughout the preparation and discussion process, the students reflected that they had an invaluable experience of learning to gather reference materials, analyze the arguments of different stakeholders, make their own judgment, elicit their own arguments from different perspectives, generate questions, develop confidence in delivery, and the like. The discussion forum in the form of role-play not only helps students intensify their understanding of the complexity of different values and politics at play in the issue, but also provides an opportunity for students to “experience cognitive conflict” and even “struggle to reconcile alternative perspectives” (Clark & Agne, 1997, p. 2), which is an integral part of the teaching and learning of LS.

### ***The Role of a Curriculum Leader/Coordinator in Curriculum Design***

Before starting to design the curriculum, the LS curriculum leader/coordinator has to enlist support from different stakeholders at the school for manpower and resources, and to build “shared vision” to form a “learning organization” (Moos, 2000, p. 89). As the LS panel head has been teaching in School A for more than thirty years, she is in an advantageous position in gaining the support from the Vice Principals and the Principal. Moreover, she has regular meetings with the Academic and Steering Committee<sup>10</sup> and knows what is going on in other KLAs. This provides her with information for thinking about the horizontal integration of LS and other subjects through the

use of inter-disciplinary teaching and learning weeks<sup>11</sup> to produce “cumulative effect” (Tyler, 1949, p. 83) for students’ learning. Through this, the curriculum can be organized coherently and effectively.

Even though NSS-LS would become the fourth core subject, it does not mean that the LS department is superior to others. Therefore, instead of requesting other departments to alter their existing curricula to fit the needs of LS, a comprehensive stocktaking about the concepts/topics taught in other subject areas was done to see if something could be done in the LS curriculum to complement others and help students connect their learning experiences across different disciplines. LS is taken as an opportunity to help students possess “knowledge of experts” instead of “knowledge of novices.” As Andrea diSessa noted, for those people who possess the former type of knowledge, they are capable of understanding knowledge in a “densely connected and richly differentiated” manner; in contrast, for those who possess the latter type of knowledge, they could only understand knowledge in a fragmented way (see Stevens et al., 2005, p. 147). Hence, the core group intended to make studying the different subjects at the school meaningful for students so that they could be able to get a taste of what they are learning as a whole. That is why curriculum mapping is so essential for developing a school-based NSS-LS curriculum.

The Nansha trip organized for Form 3 students during the Students’ Activities Week is one of the successful examples. The 2006–2007 academic year is the second year that the school

organized this trip for students. Yet, in order to make the learning experience of students a more multi-faceted and cohesive one, efforts were made by different parties including the EL Coordinator, the humanities departments (namely the CE department, Geography department, and History department), the Biology department, and the Hong Kong University of Science and Technology (HKUST) to rearrange and redesign learning activities. A range of learning experiences were organized to aid students' understanding and appreciation of a balanced and sustainable development. The focus of the trip was on exploring and understanding the physical, social, cultural, and economic factors that at present are holding back Hong Kong from having a sustainable development. Within such a context, students had to consider and address two questions: "Is Nansha a sustainable development?" and "What is my place in the Greater Pearl River Delta (PRD) region?" By collecting the feedback of students and analyzing their project work done after the trip, it showed that many students were able to address the questions "from a fragmented collection of domain-specific accounts of school subjects to a comparative and unified one" (Stevens et al., 2005, p. 136).

With building up cross-modular instructional materials for NSS-LS in mind, the LS department proposed to select "Quality of Life" (QoL) as the main theme for the Form 3 first-term curriculum. QoL is one of the themes in Module 2 "Hong Kong Today" under the area of study "Society and Culture" in the provisional final draft of the NSS-LS curriculum and assessment guide (Secondary 4–6) (Curriculum Development Council & Hong Kong Examinations and Assessment Authority

[CDC & HKEAA], 2006). The main reason for choosing this theme is that other humanities subjects and science subjects are also teaching topics related to this area in Form 3. For instance, students are learning the different reforms and the impacts of the open-door policy on people's livelihood in China in their History lessons, which is related to Theme 1 "China's Reform and Opening-up" of Module 3 "Modern China" (CDC & HKEAA, 2006). As for Geography and Biology, students have been studying different pollutions and the concept of sustainable development, which coincides with Theme 2 "The Environment and Sustainable Development" under Module 6 "Energy Technology and the Environment" in the area of study "Science, Technology and the Environment" (CDC & HKEAA, 2006).

In order to strike a balance among knowledge transformation, skills training and disposition nurturing, the core group members reconciled their different emphases by applying the "ASK model."<sup>12</sup> By completing different tasks in the Nansha workbook compiled by different departments and doing a group project for CE, it was hoped that students would be capable of:

- feeling the importance for individuals to have a sustainable way of life as it impacts on the wider environment and people in other regions (Affective domain);
- improving their collaborative and communicative skills (Skills);
- understanding the concept of sustainability in real practice; identifying the interconnectedness between the development

of Hong Kong and the Chinese mainland, particularly the PRD region; and even developing a new way of understanding this concept in a contextualized way (Knowledge acquisition and creation).

It should be noted that the instructional design shares some of the key features of project-based learning put forth by Krajcik and Blumenfeld (2006, p. 318), including: (a) a driving question to be solved; (b) an “authentic, situated inquiry”; and (c) a range of “collaborative activities to find solutions.”

In designing rubrics to evaluate students’ learning, which is an integral part for assessing the efficacy of the curriculum design, Bloom’s taxonomy is used to assess students’ thinking skills (see Table 1).

### **Curriculum Enactment<sup>13</sup>**

Having been teaching AS-level LS and CE (NSS-LS foundation) for one and a half year, the first author truly realizes that the process of curriculum development is not a linear one, but rather an ongoing process as suggested by Hwang Jenq-jye. It takes time to develop, trial-out, refine, and re-test (Hwang, 1987, p. 43). Thus, sufficient time should be allowed for designing, testing the designs in classrooms, and refining them to cater for the different learning abilities of students. In other words, there is an interweaving relationship between curriculum design and enactment, and hence the design of instructional materials should be done at different points in the enactment process.

**Table 1. Rubrics Designed for the Nansha Experiential Learning**

Bloom et al.'s category (see Nitko, 2004, p. 25)	The assessment task: Group project
Knowledge	<ul style="list-style-type: none"> <li>• Factors affecting the sustainable development of Nansha</li> <li>• Recall general principles of sustainability</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>• Explain the meaning of sustainability in students' own words</li> <li>• Give examples to substantiate their claims if Nansha's development is sustainable or not</li> </ul>
Application	<ul style="list-style-type: none"> <li>• Use specified critical thinking skills such as the ability to distinguish facts and opinions, to identify underlying values of different views, etc. (CDC &amp; HKEAA, 2006, pp. 5–6) to explain the current state of development in Nansha</li> <li>• Conduct interviews with farmers, factory workers, factory managers, and shopkeepers, and collect data in Nansha</li> <li>• Conduct scientific experiment in Nansha</li> </ul>
Analysis	<ul style="list-style-type: none"> <li>• Identify the credible and non-credible information about the current state of development in Nansha</li> <li>• Explicate the relationship and interplay between different factors/actors identified in the field to address the central question of the trip</li> </ul>
Synthesis	<ul style="list-style-type: none"> <li>• Suggest ways for Nansha to attain a sustainable development</li> <li>• Develop personal plan to live a sustainable way of life and promote such ideas to others</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Use a specific set of criteria coming up with in their own group to evaluate the current state of development in Nansha</li> </ul>

## ***The Main Difficulty in Enacting the Curriculum Designed***

In enacting the instructional materials designed, the LS coordinator has to know if the innovations adopted in the curriculum design has ever really enacted and whether the enactment maintains the integrity of the intended curriculum (Louis & Riley, 2000, pp. 3–4). Nevertheless, the main obstacle is that it is not easy for teachers to change from the habit of transmitting knowledge to students to helping students learn through scaffolding. Besides, teachers may not have the techniques necessary for doing debriefing with students. Many researches show that the use of new innovations is not difficult but the problem revolves around the actual change among teachers (Aubrey-Hopkins & James, 2002; Hannay et al., 2001). There are, inevitably, discrepancies between knowing the direction and actual classroom practices. Moreover, how to respect the “professional autonomy” of other members and provide timely interventions to change unsatisfactory teaching is also an “overarching theme” for the core group members (Aubrey-Hopkins & James, 2002, p. 310). Some teachers are hostile to class observation by the LS panel head.

### ***Curriculum Enactment at the Team Level***

#### ***Fostering Collaboration and Learning Among Team Members***

In order to rally the support of different players, the LS panel head and the first author were working in different areas to facilitate curriculum enactment. Since the LS panel head has been preoccupied with lots of administrative work, the first

author took up an important role in communicating with the potential members of the core group before its establishment, and had informal dialogues with them and other colleagues to disseminate information, collect feedbacks, and rally support. It was hoped that through these work, a shared vision could be formed among the core group members for preparing NSS-LS curriculum.

After forming the core group, the members were encouraged to come to observe the class of each member. It was hoped that through acting as role models and sharing teaching experiences, teachers would know how a plan is being conducted in real classroom contexts, as many of them are not teaching LS or CE currently. For instance, one of our Biology teachers came to observe the Form 7 LS classes quite often in 2006–2007. In addition to class observation, she also provided feedback for professional exchange.

Moreover, an LS coordinator needs to foster the culture of “talking department” to promote “team learning.” As suggested by Ken Leithwood, maintaining good communication and establishing routines for problem-solving as a team are two of the important elements of “transformational leadership” (see Moos, 2000, p. 95). Though the LS panel head is a well-experienced teacher, she admits that it takes time for her to understand the differences of the rationales and teaching pedagogies between the AS-LS and NSS-LS curriculum. Without understanding the new curriculum, it is hard for her to take the lead to develop it. Being her mentee, the first author participated in different seminars and workshops organized by

the Education and Manpower Bureau (EMB),<sup>14</sup> and decided to pursue a master's degree on LS so as to provide more ideas about the new curriculum to the LS panel head and other teachers involved. There has been a lot of sharing and discussions between the LS panel head and the first author, so both of them can understand the planning and the change process itself for establishing a clearer direction for designing the school-based curriculum, responding to the queries of other colleagues, and facilitating their professional growth.

In addition, in 2006–2007, the LS panel head and the first author briefly shared their observations verbally about students' learning and possible ways for refining their lesson plans after each Form 1 CE lesson. In case both of them felt that there was a real need to amend the plan, they would do it accordingly and even tried, if possible, the refined plan in other classes. Even though it was quite time-consuming to do such evaluation every week, they found this process fruitful as it helped make the lesson plan a better and sustainable one for the coming cohorts.

### *Fighting for Important Resources for Strengthening Team Collaboration*

With more and more teachers involved in teaching LS in 2007–2008, it was hoped that all team members would “suspend [their] assumptions and enter into genuine ‘thinking together’” (Moos, 2000, p. 89) so as to minimize the problems of “contrived collegiality.” Having both formal and informal dialogues with team members also helps keep track on the teaching of other members. More importantly, by listening to

the problems encountered by other members in enacting the plan or to the ad hoc strategies used by teachers in response to situations at different classrooms, instructional materials can be amended for future use. As such, the LS panel head and the first author successfully acquired the support of the school authority in providing common periods for LS teachers to organize weekly collaborative lesson planning. A room is given to the core group for regular meetings and storing LS-related materials. Without doubt, time and space are the invaluable resources for preparing the NSS-LS curriculum and building up a talking department.

#### *Suggesting Special Arrangement for Team Learning*

The LS panel head and the first author are looking into the feasibility for pairing up teachers for co-teaching in the coming years. The first author has been co-teaching in Form 6 with the LS panel head, a well-experienced LS teacher. With this arrangement, the panel head can provide immediate intervention and feedbacks for new teachers on problems about enacting the curriculum. From different studies and even in the own experience of the first author, coaching one another is not merely beneficial to reviewing curriculum enactment, but also conducive to the professional development of teachers as different teachers have their own expertise in different areas of study. Teachers who are co-teaching act as a complement to one another (Zepeda, 1999, p. 78).

In teaming up teachers for co-teaching, the LS coordinator has to understand well the background, strengths and weaknesses of each member, and make good use of group

dynamics to facilitate learning between teachers. For instance, even though the first author is not a Geography or Biology major, she co-teaches with the LS panel head, who was once a science teacher, in Environmental Studies module. She can learn a lot of basic concepts from the LS panel head. As a political science major, the first author can also provide her expertise in the operation of the government, the mechanism of the international law regime and the like to enrich their class discussions. However, in planning collaborative teaching, the LS coordinator has to plan thoroughly about the details of such partnership since experiences in other places show that it is easy to have disputes about the scheme of work, the workload shared, and the ways to assess students (Aubrey-Hopkins & James, 2002, p. 312).

*Getting Extra Financial Resources for  
Developing the NSS-LS Curriculum*

In 2006–2007, the first author also worked with the LS panel head to participate in the “Building the foundation to NSS Liberal Studies” competition organized by Law’s Charitable Foundation in conjunction with the EMB and won an award of HK\$14,000 for their department. They succeeded in winning the same competition in the 2007–2008 academic year too. By demonstrating their ability and optimism in curriculum development to the core group members, they hoped to enhance the members’ confidence in learning from and working with them. Meanwhile, more financial resources could be obtained for developing the curriculum and providing professional training for teachers.

## *Curriculum Enactment at the Teacher and Classroom Level*

### *Teachers Learning and Sharing Through Workshops Organized by the QSI Team*

In order to strengthen the professional capacities of all team members to teach NSS-LS and build shared purposes and understanding toward the curriculum and instructional strategies adopted for curriculum enactment, workshops were organized by the QSI team for the core group members and other interested teachers. Apart from inviting the second author to talk about enquiry learning and issue-based learning, the LS panel head and the first author also shared their interpretations of the new NSS-LS curriculum and its objectives so that interested teachers could be able to better understand the mission, rationale, and teaching approach of this subject. This process is essential for curriculum leaders as it helps define and develop a clear vision and mission, and produce norms on the teaching approach that would apply to the subject for other members before devising strategies to produce changes for attaining their vision (Kotter, 1994). This also provides an invaluable opportunity for members to participate in the give-and-take required for establishing a common mission for developing the new curriculum. Throughout this process, the core group members could also take the ideas from different interested parties and then juxtapose them with their own understanding of the curriculum.

As mentioned before, not all teachers understand how to design instructional materials for teaching LS. In order to

equip teachers with the teaching pedagogies for LS, the core group members were encouraged to take part in out-of-school learning available. More importantly, tailor-made school-based workshops were organized by the QSI team for the core group and other interested teachers. The ultimate purpose of the workshops is to enable teachers to apply issue-based enquiry approach in designing instructional materials which are “thinking-centered” and conducive to engaging students to take up their “inquiry responsibility” in self-learning (Henderson & Hawthorne, 1995, pp. 10–12). This is part of the school leader’s support for the core group members to achieve goals and develop their “personal/professional capacities” in developing the LS curriculum, which is a fundamental assistance in a learning organization (Moos, 2000, p. 95).

Take the first workshop as an example. In the workshop, the objectives of NSS-LS curriculum was introduced, the definition of an “issue” was clarified, and the meaning and actual application of the issue-enquiry approach was demonstrated through a real example. Volunteered teacher participants of different seniority from various departments were engaged in a series of learning activities about “Beauty Pageant” and slimming product advertisements for an understanding of the factors affecting our conception of self-image and perception of beauty. After that, teachers were invited to depict the key concepts and subsidiary concepts such as substantial qualities, observable qualities, socialization, gender stereotype and the like involved in the activities. Then, teachers were asked to generate some enquiry questions for investigating further into the phenomenon related to slimming.

Through taking part in these activities, teachers came to realize that in issue-enquiry lessons, students have to engage themselves in student-centered interdisciplinary investigations, not confined to one discipline. More importantly, students need to be able to identify overarching concept(s) for their enquiry. For instance, as demonstrated by the QSI team, “stereotyping” is a powerful concept that overarches the different areas of study in the NSS-LS curriculum. For example, people’s self-concept may be influenced by those gender-stereotypical images perpetuated in the media which may in turn affect their way of interaction with the opposite sex. This can be one of the issues that we may explore under the first area of study “Self and Personal Development.” When examining self-identity and issues about new migrant discrimination in Hong Kong, stereotyping is once again an important concept in understanding the construct of in-group and out-group, which is under Theme 1 “Hong Kong Today’ of the second area of study.

The workshop is a good starting point for teachers to understand the importance of engaging students in issue-enquiry learning as it provides students with the opportunity to learn both actively and reflectively to “experience cognitive conflict,” “struggle to reconcile alternative perspectives” (Clark & Agne, 1997, p. 2), and most importantly, experience the process of social inquiry as a “cyclic” one in which social knowledge may change over time, and therefore, “facts that once seem central” may “become secondary or irrelevant” with the discovery of new evidence (Clark & Agne, 1997, p. 6). Hence, our ways of understanding certain issues and judgments

are suspending and tentative in nature (Callahan, Clark, & Kellough, 2002, p. 235). As theories are not “conclusively established” in social inquiry, instead of just immersing in one restricted discipline, LS teaching and learning requires both teachers and students to study issues in a contextualized way with multiple perspectives. “Beginning inquiry anew” is a must if new data are discovered (Banks & McGee Banks, 1999, p. 77).

*Teachers Learning Through Effective Feedback  
Provided by the QSI Team*

In providing comments for the core group members to improve their instructional designs, the first author has raised questions with the aim of “guiding them to higher levels of judgment and self-governance” (Henderson & Hawthorne, 1995, p. 15), and fostering continuous improvement among the group members. Since she is a new teacher in the school who carries less “baggage,” she has developed fairly good relationships with other colleagues. Thus, they are less self-defensive in receiving her feedbacks, and they are able to have “productive dialogue,” which is an essential element for team learning (Cardno, 2002, p. 221). In the long run, “a mentoring style of relationship” would be developed with other core group members so as to develop their “professional capability” (Aubrey-Hopkins & James, 2002, p. 306) and smoothen the school-based curriculum development.

As a matter of fact, the ability to mobilize changes in one’s team and assist others to adapt to changes are two important

tasks of an LS coordinator. As a leader, one cannot expect one's team members to change within a wink. Some members expressed their anxiety with the first author and told her honestly that they do not know how to design lesson plans. She has devoted a lot of time to deconstructing the concepts involved in the provisional final draft and designing instructional materials with detailed lesson plans, and asked for comments and feedbacks from the QSI team. The team would then discuss the strengths and weaknesses of her designs in the core group meetings. To illustrate this, the lesson plan on friendship is used here as an example. When the core group was asked to design instructional materials for students, they just designed worksheets and activities for submission. However, with the help of the external facilitators, the team members explored the concepts embedded in their teaching plan and the rationales for each learning activity in a detailed manner. This is very essential, particularly for LS teaching and learning, as there is no standardized way of interpreting the curriculum guide, and hence, teachers have to be very clear about their aims. Otherwise, it is easy for them to become activity-oriented and fail to design lessons to achieve the teaching and learning objectives.

After receiving the feedback from the team, teachers explored ways to improve the teaching plan. Take Task 1 of lesson 1 on friendship as an example. Instead of asking students to do this task at the very outset, teachers planned for a lead-in activity — listening to the song *Shining Friends*, for recalling students' past experiences about friendship. This helped students think about and verbalize “what a friend should be

like.” Then, in order to engage the whole class to warm up for the lesson, an activity called “Rounds” was used. Students were given a minute to think about a sentence starting with “A friend should ....” Teachers then started the “Rounds” by saying “A friend should be helpful,” and asked each student to finish the sentence in turn. Teachers could change the first bit of the sentence to help students elicit the different qualities of friends and the reasons for having friends.<sup>15</sup>

Besides, in order to enrich students’ understanding of the questions set in Task 1, some clips of the movie *I Not Stupid* were shown in class for students to discuss which character(s) is the best/a better friend. After listening to students’ explanations, teachers then guided them to think about if it is necessary for friends to share the same hobby and how common friends/good friends should be. It was hoped that by giving some inputs for students, they would be able to identify some other important reasons for being friends/good friends, such as those suggested by the QSI team (e.g., strengths and virtues of a friend).

Through working with the QSI team — the “critical friends,” other group members can learn through good as well as bad examples. Meanwhile, the first author hopes that her willingness to try new things and her openness to critiques can ease some of the worries of other members, who would then feel less stressful in sharing their thoughts and begin “reflective dialogue” for mutual professional development eventually. Hence, this self-empowering process is vital in school restructuring (Wong, 2002; Wong & Li, 2006).

*Inter-school Visitation*

The authors strongly believe that imposing changes on teachers or providing pre-packaged materials for them to teach is contradictory to the underlying principles of LS. It is essential to plant the seeds and provide sufficient time for teachers to learn new ways of teaching so that they can really “grow from within” (Zepeda, 1999, p. 61). After listening to a presentation prepared by the LS panel head of a secondary school in Tuen Mun about the trajectory the school have walked through, the first author was impressed by the process taken by the school to reconcile the diverse differences among their panel members and the growth of them under the partnership with the QSI team. The first author shared with her LS panel head about the experiences of the school. With the help of the QSI team, an inter-school visitation was arranged for the core group. It was hoped that by bringing group members “into contact with exemplary practices” and having professional sharing sessions with successful teachers (Fullan, 2001, p. 93), the members would become more positive about their abilities to transform from specialized discipline teachers to LS teachers.

By observing the collaborative lesson planning meeting of the school, it not only helped the core group members understand the ways to design instructional materials but also helped them recognize the importance of listening to others and exchanging ideas with an open and non-judgmental manner. Even though the final product produced might contain some weaknesses, the group members came to realize how individuals are being empowered in the preparatory process and how important it is to spend time on building a common vision for interpreting the

LS curriculum and materializing it. This also makes them believe that the feedback given by one another and the QSI team is “constructive” rather than a “personal/professional attack” (Zepeda, 1999, p. 82). As an observer and facilitator of the collaborative lesson planning meetings of School A, the second author observed some positive changes within the core group in discussing and devising lesson plans after this school visit.

The LS panel head and the first author have also requested the QSI team to conduct meetings with the core group for situational analysis. Initially, they wanted to learn from the school to videotape lessons of their team members for analysis. However, having several rounds of chit-chats with other members, the first author suggested to the LS panel head to cancel this measure in order to minimize resistance from and pressure on their team members. It was hoped that by showing compassion and giving ample time for adjustment, members would be more willing to collaborate with them.

However, in order to make sure that team members are sharing and manifesting the same direction in classrooms, they would use students’ learning logs and do formative assessments periodically to see if there is any mismatch/miscommunication between teachers and students.<sup>16</sup> It is believed that this is one of the indicators of how well the curriculum design is being carried out by different teachers.

### ***Curriculum Enactment at the School Level***

In addition to providing external support and more resources for enhancing teachers’ professional capacity to prepare

NSS-LS curriculum, the school has done something in the deployment of staff to aid the teaching and learning of LS. As mentioned, an EL Coordinator was recruited to provide experiences for teachers in enquiry and experiential learning. For instance, the EL Coordinator conducted two “Active Review Skills” workshops to promote the use of experiential learning in curriculum design and basic techniques for communicating feedback, questioning, and conducting debriefing with students. Most of the teacher participants found the workshops useful and the core group members has applied some strategies in curriculum design too. The technique called “Rounds” was employed in a lesson plan on friendship in which students take turn in finishing a sentence starting with “A friend should ...” Depending on the responses of students, sentence can be pitched at any level the teacher wants and tries a few different ones such as “A best friend should ...,” “A friend should not ...,” “The positive reason for having friends is ...,” and the like.<sup>17</sup> Other types of students’ learning experiences mentioned before were also provided. This helped affect teachers’ perception on enquiry and experiential learning as well.

## **Curriculum Evaluation**

### ***The Role of a Curriculum Leader/Coordinator in Curriculum Evaluation***

According to Print (1993), curriculum evaluation is a process to delineate, obtain, and provide useful information to make curriculum decisions and judgments. Without collecting evidence about the worthiness of the curriculum design and the learning outcomes of students, it is hard to improve and further develop

the school-based curriculum. Therefore, in teaching LS, teachers should “employ reflection in action during their teaching” as well as “reflection on action.” Holding regular departmental meetings helps establish norms among team members to reflect on their practices. LS coordinators also have to “engage in enhanced reflection on action” (Airasian & Cullickson, 1997, pp. 228–229). That means, they have to reflect on what they are doing and empower other members to become reflective practitioners to sustain changes in the long run. Overseas experiences illustrate that some teachers could only perform well when there are external interventions (Aubrey-Hopkins & James, 2002, p. 316).

### *Curriculum Evaluation at the Departmental Level*

As mentioned, the LS department and the core group would have regular meetings to evaluate the lessons conducted for refining their plans. Difficulties encountered in the actual classroom teaching would then be discussed to enrich members’ knowledge about the gap between their original design and the responses of students in the enactment.

In addition, School A has set up a well-established procedure for class observations. There are formal class observations for appraisal purposes and informal ones for staff professional development. As such, members of the core group who are not teaching LS at present can also provide feedback and evaluate the curriculum design in a contextualized manner. Such preliminary evaluation is crucial to cultivate teachers as reflective practitioners in developing the new curriculum.

### ***Curriculum Evaluation at the Inter-departmental Level***

The LS panel head also made use of the Academic and Steering Committee meetings to evaluate cross-disciplinary learning with other department heads. Take the Form 3 Nansha trip as an example. The EL Coordinator was in charge of distributing questionnaires to teachers and students for comments on the learning experience after the trip. He also talked with the co-organizers for opinions. The raw data was then given to the Committee for analysis. It was hoped that by collecting opinions from different stakeholders, the LS core group can evaluate whether their objectives could be attained and if it is worthwhile providing the same learning experience again for the next cohort.

### ***Curriculum Evaluation at the School Level***

School A has a comprehensive review process for evaluating the school curriculum. They started conducting “stakeholder survey” two years ago. The “review process model” is quite similar to the one suggested by Cardno (2002). All teaching staff, students, and parents are invited to do the survey at the end of the academic year. The survey is comprised of different parts which manifest the school’s mission and educational objectives. They include opinions on curriculum design, teaching pedagogy used by teachers, the learning atmosphere at school, the learning support given by teachers to students, the changes of teaching and learning disposition, and the like. After collecting all data, the results will be analyzed and discussed in staff meeting. Different departments and committees will respond to the survey results in the meeting and work out improvement plans as part of their annual program plans whenever necessary in the next academic year.

The first author believes that this is not only a good method in understanding the curriculum enactment, but also an essential element for school leaders to have a macro view about the strengths and weaknesses of the teaching and learning in the school. Leaders at different levels can also know if paradigm shift is really taking place in different aspects by pulling the opinions of different stakeholders together.

The LS department treats the survey result seriously in refining its instructional design and modes of teaching. For instance, in an evaluation, it was found that some students expressed their difficulties to grasp the main concepts/ideas because the use of simulations differed a lot from their way of learning in the past. With such feedback in mind, the department have worked out “points to ponder” for students at the end of each teaching topic, which is useful for students with less learning capability.

Effective curriculum enactment does not just rely on good design of teaching materials. Without knowing how these plans are being carried out in authentic situations, it is hard to judge if the intended objectives are achieved. It is essential for an LS coordinator/leader to know the problems that team members face and whether they are adopting the desirable instructional strategies. As such, collecting information from different stakeholders (namely teachers, students, parents, and even expert opinions outside the school) is an integral part of a leader’s role. A leader should gather evidence at different stages to foster the teaching and learning quality among team members because curriculum development is a never-ending process. Hence, the

culture of “collaborative problem solving, collegial professional development and shared decision making for the good of students” (Henderson & Hawthorne, 1995, p. 18) is something that the LS coordinator has to foster among teachers.

### **Conclusion**

There are a lot of challenges ahead in preparing teachers and developing the NSS-LS curriculum. To evaluate the first author’s role in facilitating the new curriculum, she has exhibited three main characteristics as concluded by Wong and Li (2006) in their study. These include having communications with outsiders and keeping team members informed with the latest development of NSS-LS, setting directions for the core group, and devoting oneself to curriculum design and enactment (Wong & Li, 2006, p. 39). More importantly, she also serves like a lubricating agent to reduce the frictions between different team members, and works out concrete plan for materializing the school-based curriculum development such as fighting for a common platform for interchanging ideas.

The first author believes that top-down approach is not desirable in changing the team members from within. With the support and expertise provided by the school and the QSI team, as well as the peer learning experiences provided by the LS department, she is unflappably optimistic that the core group members will eventually be able to understand more about the rationale of the subject, the art for designing instructional materials, the pedagogical approach, and the essence of enacting their plans in real classroom contexts to cater for the diverse backgrounds, cultures, and abilities of students.

1. For details of the subjects available in the formal curriculum of School A, see Appendix 1.
2. Prof. Roger Cheng has suggested different ways (namely “holistic model,” “divisional model,” and “departmental collaboration model”) for schools to adopt in forming the Liberal Studies team at different schools in the courses “Nature of Liberal Studies and the Issue Enquiry Approach to It” and “Issues in the Development of Liberal Studies” respectively.
3. For details of the composition of the NSS-LS core group, see Appendix 2.
4. See Appendix 3 for the initial curriculum mapping done in the spring of 2006. This is the example from the CE department.
5. It should be noted that School A decided to start NSS curriculum of different subjects at Form 3 instead of Form 4 as suggested by the Education and Manpower Bureau.
6. Part of the curriculum framework/progression of study is shown in Appendix 4.
7. See Appendices 5–8 for an example of an inter-disciplinary learning experience designed by the teachers from different subjects and the EL Coordinator.
8. The EL Coordinator is not a teaching staff of School A. His sole responsibility is to oversee cross-curricular activities, extra-curricular activities, the Leadership Training Program, the Students’ Activities Week, and the Community Service Program in the school. He also runs different workshops to equip teachers with different skills in designing experiential learning activities for students.
9. Prof. Tsang Wing-kwong explained the development and rationale of LS from a historical approach in the course “Issues in the Development of Liberal Studies.” He quoted

Kant's writing in "What is Enlightenment?" to illustrate the importance of freeing students' mind and inculcating them with the knowledge and skills to make informed decisions on their own.

10. The Academic and Steering Committee in School A is composed of the Principal, the Vice Principals and all department heads. They meet regularly to discuss issues relating to curriculum development and resources allocation in the school. It is similar to the Curriculum Development Committee in other schools.
11. School A has started inter-disciplinary teaching and learning weeks at Form 3 level for about three years. In the first term, a few weeks are devoted to study issues relating to sustainable development in different humanities subjects as well as science subjects. A field trip to Nansha is arranged and students are required to do different tasks from different perspectives. In the second term, the humanities departments collaborate once again to provide learning experiences for students about the poverty situation in Hong Kong and the world. Lectures, simulation workshops and field trips are arranged so that students can learn not only the basic facts on poverty, but also the situation of the poor by encountering some authentic situations.
12. In Prof. Roger Cheng's course "Nature of Liberal Studies and the Issue Enquiry Approach to It," he suggested that teachers may develop the LS curriculum and instructional materials based on the "ASK" model in which there is a fine balance between the emphasis on "Affective" domain of students, "Skills," and "Knowledge."
13. In this paper, "enactment" is used instead of "implementation." According to some scholars, the word "implementation" implies the meaning of "top-down reform" whereas

- “enactment” connotes student- and teacher-driven changes. Therefore, “enactment” is used to show that students and teachers are jointly influencing and developing the school-based curriculum and the design of different educational experiences. See Henderson and Hawthorne (1995, p. 21).
14. The EMB courses that the first author attended were: (a) *NSS Understanding and Interpreting the Liberal Studies Curriculum*; (b) *NSS Learning and Teaching Strategies in the Liberal Studies Curriculum — for the Area of Study “Self and Personal Development”*; (c) *NSS Learning and Teaching Strategies in the Liberal Studies Curriculum — for the Area of Study “Society and Culture”*; and (d) *NSS Assessment for Liberal Studies Curriculum*.
  15. See Appendices 9–11 for example.
  16. It should be noted that there is no book/assignment inspection practices in the school. Yet, without videotaping teachers’ classes for analysis, other indicators such as assignment inspection may be adopted for curriculum evaluation.
  17. See Appendix 11 for a real example. The engagement technique “Rounds” used in this lesson plan was learnt from the Active Review Skills workshop.

## Appendix 1

### *The Current Formal Curriculum of School A*

	Forms 1–3	Forms 4–5	Forms 6–7
Subjects to be taken	Chinese Language, English, Mathematics, Putonghua, Chinese History, World History, Geography, Integrated Science, Civic Education, Music, Physical Education, Home Economics, Computer and Information Technology, Life Education, Religious Studies	<b>Compulsory subjects:</b> Chinese Language, English, Mathematics, Religious Studies, Music, Physical Education  <b>Electives:</b> Chinese History, World History, Geography, Economics, Biology, Chemistry, Physics, Computer Science	<b>Compulsory subjects:</b> Chinese Language, English, Mathematics, Ethics, Music, Physical Education  <b>Electives:</b> Chinese History, World History, Geography, Economics, Biology, Chemistry, Physics, Liberal Studies (Modules: Human Relationship and Environmental Studies)
	<i>*Project-Based Learning (PBL) for Form 2 students.</i>	<i>*Arts students are encouraged to study Biology, whereas Science students are required to take at least one humanities subject.</i>	

## Appendix 2

### *The Composition of the NSS-LS Core Group in School A*

Subject taught	Number of representatives
<ul style="list-style-type: none"><li>AS-level Liberal Studies (and English)</li></ul>	<ul style="list-style-type: none"><li>2 (with the panel head who teaches both Liberal Studies and English)</li></ul>
<ul style="list-style-type: none"><li>Civic Education</li></ul>	<ul style="list-style-type: none"><li>2 (with the panel head)</li></ul>
<ul style="list-style-type: none"><li>History</li></ul>	<ul style="list-style-type: none"><li>1</li></ul>
<ul style="list-style-type: none"><li>Geography</li></ul>	<ul style="list-style-type: none"><li>1</li></ul>
<ul style="list-style-type: none"><li>Biology</li></ul>	<ul style="list-style-type: none"><li>1</li></ul>
<ul style="list-style-type: none"><li>Chinese History</li></ul>	<ul style="list-style-type: none"><li>1</li></ul>
<ul style="list-style-type: none"><li>Chinese Language and Culture</li></ul>	<ul style="list-style-type: none"><li>Same as the Chinese History teacher</li></ul>
<ul style="list-style-type: none"><li>Psychology</li></ul>	<ul style="list-style-type: none"><li>1</li><li>The Principal</li><li>One of the Vice Principals (A science teacher)</li></ul>
Total	11 members

Note: The above composition is subject to change.

## Appendix 3

### *An Example of Curriculum Mapping of NSS-LS and Forms 1–3 Civic Education Curriculum in School A*

Civic Education Curriculum in 2005–2006	Proposed NSS-LS Curriculum (Modules 1–6)	Possible questions for Independent Enquiry Study (IES)
<b>Form 1</b>		
<b>Topics</b> 1. Who am I? <ul style="list-style-type: none"> <li>Understanding the personalities, strengths and weaknesses of oneself</li> <li>Key concepts involved: self-image and awareness, self-esteem and self-respect</li> </ul>	<b>Module 1: Personal Development and Interpersonal Relationships</b> <b>Theme 1: Understanding oneself</b> <ul style="list-style-type: none"> <li>Relations between self-esteem and adolescent behavior               <ol style="list-style-type: none"> <li>factors which may enhance and lower self-esteem</li> <li>importance of building up high self-esteem</li> <li>developing self-confidence and poise</li> </ol> </li> <li>Perceptions of strengths and limitations of adolescents               <ol style="list-style-type: none"> <li>importance of objective and accurate self-concept</li> <li>distinguishing between what can and cannot be changed in different areas</li> <li>acceptance of one's limitations with regard to academic achievement, physical appearance/ attributes etc.</li> <li>developing one's potential</li> <li>accepting other people's limitations</li> </ol> </li> </ul>	<b>Sports</b> <ul style="list-style-type: none"> <li>What is the relationship of sports with respect to self-image and self-confidence?</li> </ul>
2. Family <ul style="list-style-type: none"> <li>What are the roles of children?</li> <li>What are the roles of parents?</li> <li>What are the key</li> </ul>	<b>Module 1 — Theme 1: Understanding oneself</b> <ul style="list-style-type: none"> <li>Different rights and responsibilities of adolescence               <ol style="list-style-type: none"> <li>rights and responsibilities that are not shared by other</li> </ol> </li> </ul>	

Civic Education Curriculum in 2005–2006	Proposed NSS-LS Curriculum (Modules 1–6)	Possible questions for Independent Enquiry Study (IES)
<p>factors that help establish a harmonious and happy familial relationship?</p> <ul style="list-style-type: none"> <li>Key concepts involved: rights and responsibilities, role expectations, communicating skills, etc.</li> </ul>	<p>age-groups in different context</p> <p>ii. unique expectations and pressures on particular age-groups</p> <p><b>Module 1 — Theme 2:</b> <b><i>Managing oneself</i></b></p> <ul style="list-style-type: none"> <li>Life skills essential to young people (e.g., communicating)</li> <li>Coping with adversities (e.g., problems with unrealistic expectations and unreasonable parental pressure)</li> <li>Barriers to acquisition of life skills (e.g., unreasonable parental expectation)</li> <li>Importance of various life skills to the life of HK young people (e.g., achieving independence, shouldering one’s own responsibility)</li> </ul> <p><b>Module 1 — Theme 3:</b> <b><i>Interpersonal relationships</i></b></p> <ul style="list-style-type: none"> <li>Handling interpersonal conflicts               <ol style="list-style-type: none"> <li>possible causes and consequences of manifest interpersonal conflicts</li> <li>strategies typically used by adolescents to deal with conflicts</li> <li>the extent to which these strategies are effective</li> <li>reflection on various examples of conflicts</li> <li>ways to minimize any likely harms of a conflict</li> </ol> </li> <li>Strategies to keep integrity when managing interpersonal conflicts (e.g., developing tolerance, understanding, care and concern, etc.)</li> </ul>	

Civic Education Curriculum in 2005–2006	Proposed NSS-LS Curriculum (Modules 1–6)	Possible questions for Independent Enquiry Study (IES)
<p>3. Friendship</p> <ul style="list-style-type: none"> <li>• Why do we need friends?</li> <li>• Who are your friends?</li> <li>• Why do you choose certain people to be your friends?</li> <li>• How to establish and maintain good friendship?</li> <li>• What is good friendship?</li> <li>• What is bad friendship?</li> <li>• Key concepts involved: affiliation need, communicating skills, emotional quotient, respect diversity, peer pressure, cliques, social conformity (“groupthink syndrome”), etc.</li> </ul>	<p><b>Module 1 — Theme 1:</b> <i>Understanding oneself</i></p> <ul style="list-style-type: none"> <li>• Dealing with emotional needs during adolescence               <ol style="list-style-type: none"> <li>i. basic physiological, psychological and social needs</li> </ol> </li> </ul> <p><b>Module 1 — Theme 2:</b> <i>Managing oneself</i></p> <ul style="list-style-type: none"> <li>• Effective communication               <ol style="list-style-type: none"> <li>i. link between feeling competent and the ability to communicate well</li> <li>ii. maturity that involves becoming less egocentric and being genuinely concerned about, and interested in, others</li> <li>iii. ability to be open and honest with others</li> </ol> </li> <li>• Barriers to acquisition of life skills (e.g., peer group pressure)</li> </ul> <p><b>Module 1 — Theme 3:</b> <i>Interpersonal relationships</i></p> <ul style="list-style-type: none"> <li>• Identity status and social roles developed within different relationships               <ol style="list-style-type: none"> <li>i. importance of self-discipline and tolerance of others</li> <li>ii. to be reflective and rational in making decision</li> </ol> </li> <li>• Striking a balance between self-determination and conformity               <ol style="list-style-type: none"> <li>i. the quest for autonomy during adolescence and the need for social acceptance</li> <li>ii. the extent and the sources of pressure toward conformity in the social life of adolescents</li> </ol> </li> </ul>	<p><b>Media:</b></p> <ul style="list-style-type: none"> <li>• With the rapid development of information and communication technology, in what ways does the mass media influence our lifestyle and interpersonal relationships?</li> </ul> <p><b>Information and Communication Technology (ICT):</b></p> <ul style="list-style-type: none"> <li>• How does the popularity of ICT influence communication and human relationships?</li> </ul>

Civic Education Curriculum in 2005–2006	Proposed NSS-LS Curriculum (Modules 1–6)	Possible questions for Independent Enquiry Study (IES)
	<ul style="list-style-type: none"> <li>iii. practice of self-assertiveness and refusal skills in everyday situations</li> <li>• Handling interpersonal conflicts               <ul style="list-style-type: none"> <li>i. possible causes and consequences of manifest interpersonal conflicts</li> <li>ii. strategies typically used by adolescents to deal with conflicts</li> <li>iii. the extent to which these strategies are effective</li> <li>iv. reflection on various examples of conflicts</li> <li>v. ways to minimize any likely harms of a conflict</li> </ul> </li> <li>• Strategies to keep integrity when managing interpersonal conflicts (e.g., developing tolerance, understanding, care and concern, etc.)</li> <li>• Developing harmonious relationships with others (e.g., strategies for adolescents to survive in the groups such as identifying other like-minded individuals within the group)</li> </ul>	
4. Value education (topics to be decided by the Moral Education Committee)		
5. The Hong Kong society and our motherland <ul style="list-style-type: none"> <li>• Who am I? Am I a Hongkonger or Chinese?</li> <li>• What does the <i>Basic Law</i> say?</li> <li>• What are the factors that affect our self-identity?</li> </ul>	<b>Module 2: Hong Kong Today</b> <b>Theme 4: Identity</b> <ul style="list-style-type: none"> <li>• HK residents' identity (different kinds of HK residents)</li> <li>• Factors affecting sense of belonging and identity (e.g., historical development, development in political, social, economic and cultural life, etc.)</li> </ul>	

Civic Education Curriculum in 2005–2006	Proposed NSS-LS Curriculum (Modules 1–6)	Possible questions for Independent Enquiry Study (IES)
<ul style="list-style-type: none"> <li>Key concepts involved: in-group, out-group, citizenship, multiplicity and fluidity of identities, identity as a social construction</li> </ul>	<ul style="list-style-type: none"> <li>Identity and sense of belonging (e.g., feelings and responses toward local and national symbols, national historical events, culture and landscape)</li> <li>Identity and sense of belonging (responses and reflection as shown in polls and surveys on the issue of identity)</li> </ul>	

### Form 2

#### Topics:

- Democracy and the political system of the HKSAR
  - What is democracy? Why do we need it?
  - What are the advantages and disadvantages of democracy?
  - What is the structure of the HKSAR government?
  - What are the electoral methods in HK?
  - What is the main controversy about the latest constitutional development?
  - Key concepts involved: citizenship, socio-political participation, equality, freedom, rule of law vs. rule by law, human rights, social contract theory, constitution, etc.

#### Module 2 — Theme 3:

##### *Rule of law and socio-political participation*

- Respecting and safeguarding the rule of law
- Socio-political affairs (factors affecting the level and form of socio-political participation; degree of significance to individuals, social groups, the government and society as a whole)

- Project-based learning
  - What are the general procedures for

Civic Education Curriculum in 2005–2006	Proposed NSS-LS Curriculum (Modules 1–6)	Possible questions for Independent Enquiry Study (IES)
<p>conducting a social research?</p> <p><i>(Students are divided into small groups to conduct a social research or scientific investigation. Basic skills are taught in Civic Education lessons. A supervising teacher is assigned for each group to facilitate and monitor the process which last for about 2 months.)</i></p>	<p><b>Module 1 — Theme 1:</b> <b><i>Understanding oneself</i></b></p> <ul style="list-style-type: none"> <li>Significance of gender differences (sources of gender differences in the formation of self-image and self-esteem, impacts of gender differences on self-image and self-esteem, developing respect for the opposite sex and individual difference)</li> </ul> <p><b>Module 4: Globalization</b> <b><i>Theme 1: Meaning of globalization</i></b></p> <ul style="list-style-type: none"> <li>Manifestation of the trend of globalization (patterns of consumption)</li> <li>Cultural features (blending of cultural products in different locations)</li> </ul> <p><b>Module 5: Public Health</b> <b><i>Theme 1: Understanding of Public Health</i></b></p> <ul style="list-style-type: none"> <li>Social responsibility of mass media (e.g., newspapers, radios and TV reporting on public health issues)</li> <li>Drawing the line between the freedom of the press and impacts</li> </ul>	<p><b>Media:</b></p> <ul style="list-style-type: none"> <li>To what extent does the mass media propagate certain values and lifestyles? How do these values and lifestyles influence an individual?</li> <li>In a heterogeneous media world, how can we develop our own views?</li> <li>In what ways does the mass media influence the general public and cultural development?</li> <li>To what extent does the depiction of gender and social groups by the mass media help to promote HK as an equal society?</li> <li>How can the quality of the mass media in HK be improved?</li> </ul>
<p>3. Media education</p> <ul style="list-style-type: none"> <li>What is mass media (education)?</li> <li>How are we affected?</li> <li>What are the issues about the media?</li> <li>Key concepts involved: socialization, gender stereotype, violence, sex, freedom of the press, the right to know, the right to privacy, intellectual right, consumerism, etc.</li> </ul>		

Civic Education Curriculum in 2005–2006	Proposed NSS-LS Curriculum (Modules 1–6)	Possible questions for Independent Enquiry Study (IES)
	on public understanding of health — freedom of the press and protection of the public from unnecessary panic	
4. Value education (topics to be decided by the Moral Education Committee)		
5. Global citizenship <ul style="list-style-type: none"> <li>• Who am I? What does global citizenship mean to me?</li> <li>• Key concepts involved: identity construction, multiplicity of identities, interdependence, globalization, etc.</li> </ul>	<p><b>Module 2 — Theme 4: Identity</b></p> <ul style="list-style-type: none"> <li>• Identity and sense of belonging (e.g., feeling and responses at major global events)</li> <li>• Participation in and contribution to global affairs</li> <li>• Responses in international competitions</li> </ul> <p><b>Module 4 — Theme 1: Meaning of globalization</b></p> <ul style="list-style-type: none"> <li>• Meaning of globalization</li> <li>• Manifestation of the trend of globalization <ul style="list-style-type: none"> <li>i. political features → global issues beyond the reach of national governments → interplay between gov't, inter-governmental bodies, NGOs, and transnational enterprises</li> </ul> </li> </ul> <p><b>Module 4 — Theme 2: Impact and responses</b></p> <ul style="list-style-type: none"> <li>• Impact of globalization: economic aspect (wealth creation and redistribution, employment and unemployment, etc.)</li> <li>• Responses <ul style="list-style-type: none"> <li>i. different reactions (e.g., think globally, act locally; think locally, act globally; think globally, act globally; anti-globalization; self-sufficiency, etc.)</li> </ul> </li> </ul>	

Civic Education Curriculum in 2005–2006	Proposed NSS-LS Curriculum (Modules 1–6)	Possible questions for Independent Enquiry Study (IES)
	ii. different perceptions of globalization (an opportunity? threat? non-issue?)	

### Form 3

#### Topics:

- The economic development and the economic system of the HKSAR
  - What are the characteristics of our economic system?
  - How does it evolve over the past decade?
  - What are our strengths and challenges?
  - What is the role of the government in facilitating the economic development in HK?
  - How can we integrate with the Pearl River Delta?
  - What are the impacts of globalization on our economy?
  - Key concepts involved: absolute economy, free trade, positive non-interventionism, economic restructuring, sustainable development, economic globalization, etc.

#### Module 2 — Theme 1:

##### *Quality of life*

- Possible dimensions of measurement according to objective criteria or subjective judgment (e.g., economic, social, cultural, political, environmental)
- Improving the quality of life
  - possible obstacles (e.g., mobilization of resources, technological level, social cohesion, quality of citizens, the pursuit of social justice, regional and international factors)

#### Module 2 — Theme 2:

##### *Economic restructuring*

- Factors affecting economic restructuring in HK (local, mainland, and international factors)
- Economic restructuring and its impacts (e.g., social and people's livelihood, educational plan, political issues)
- Types of government responses
- Differences in interest groups (diverse views and interests, resources and mobilization power, adaptability at major turning points, groups facing different structural limitation)

#### Art:

- How do we assess the importance and value of art to HK society?
- Is there enough room for art creation and art development in HK society?

#### ICT:

- What threats does the popularization of ICT impose on personal rights such as that of intellectual property?
- What opportunities and challenges does ICT bring to the global economy?

Civic Education Curriculum in 2005–2006	Proposed NSS-LS Curriculum (Modules 1–6)	Possible questions for Independent Enquiry Study (IES)
	<p><b>Module 3: Modern China</b></p> <p><b>Theme 1: China's reform and opening-up</b></p> <ul style="list-style-type: none"> <li>• Overall national strength               <ol style="list-style-type: none"> <li>i. indicators on economy, science and technology, governance, social development level, etc.</li> <li>ii. changes in different dimensions of national strength under reform and opening-up</li> </ol> </li> <li>• Living standards and ways of life               <ol style="list-style-type: none"> <li>i. living standards measured by economic, educational, and health indicators</li> <li>ii. different living standards in villages, towns, and cities (e.g., uneven development: inland vs. coastal, NS vs. EW)</li> <li>iii. the response of Central People's Government (e.g., accelerating the pace of reform and opening up, policy changes in social security, household registration system, etc.)</li> </ol> </li> <li>• Environmental and cultural conservation               <ol style="list-style-type: none"> <li>i. challenges brought by reform and opening-up</li> <li>ii. opportunities brought by reform and opening-up</li> </ol> </li> <li>• Sustainable development (formation of policies, law and regulations, gov't intervention and market mechanism, paradigm shift, etc.)</li> </ul>	

Civic Education Curriculum in 2005–2006	Proposed NSS-LS Curriculum (Modules 1–6)	Possible questions for Independent Enquiry Study (IES)
		<ul style="list-style-type: none"> <li>Possible ways of improving governance (e.g., institutional and legal reform, learning from overseas experience)</li> </ul>
<p>2. Poverty (A cross-curricular week with Geography and History)</p> <ul style="list-style-type: none"> <li>What is poverty?</li> <li>What are the causes of poverty?</li> <li>What are the impacts of poverty on individuals and society as a whole?</li> <li>What can we do to alleviate the problem?</li> <li>Key concepts involved: absolute poverty, relative poverty, equality, social justice, affirmative action, Gini-coefficient, social development index, discrimination, etc.</li> </ul>	<p><b>Module 2 — Theme 1:</b> <i>Quality of life</i></p> <ul style="list-style-type: none"> <li>Choices of HK residents in different situations (judgment of urgency: consideration of personal, group, and public interest)</li> </ul> <p><b>Module 4 — Theme 2:</b> <i>Impact and responses</i></p> <ul style="list-style-type: none"> <li>Impact of globalization: economic aspect (wealth creation and redistribution, employment and unemployment, etc.)</li> <li>Responses               <ol style="list-style-type: none"> <li>different reactions (e.g., think globally, act locally; think locally, act globally; think globally, act globally; anti-globalization; self-sufficiency, etc.)</li> <li>different perceptions of globalization (an opportunity? threat? non-issue?)</li> </ol> </li> <li>Mainland and HK societies               <ol style="list-style-type: none"> <li>perceptions of the current situation</li> <li>perceptions of the future</li> <li>feasible and desirable directions/strategies</li> </ol> </li> </ul>	
<p>3. Civic values</p> <ul style="list-style-type: none"> <li>What are the values that are conducive to our quality of life?</li> <li>Why are they so important?</li> </ul>	<p><b>Module 1 — Theme 1:</b> <i>Understanding oneself</i></p> <ul style="list-style-type: none"> <li>Significance of gender differences (sources of gender differences in the formation of self-image and self-esteem,</li> </ul>	<p><b>Education:</b></p> <ul style="list-style-type: none"> <li>To receive education is a human right; would it be comprised of factors like race, gender,</li> </ul>

Civic Education Curriculum in 2005–2006	Proposed NSS-LS Curriculum (Modules 1–6)	Possible questions for Independent Enquiry Study (IES)
<ul style="list-style-type: none"> <li>Key concepts involved: democracy, equality, freedom, human rights, rule of law, etc.</li> </ul>	<p>impacts of gender differences on self-image and self-esteem, developing respect for the opposite sex and individual difference)</p> <p><b>Module 1 — Theme 3:</b> <i>Interpersonal relationships</i></p> <ul style="list-style-type: none"> <li>Developing harmonious relationships with others (possible trade-off between social harmony and individual freedom)</li> </ul> <p><b>Module 2 — Theme 1:</b> <i>Quality of life</i></p> <ul style="list-style-type: none"> <li>Choices of HK residents in different situations (judgment of urgency: consideration of personal, group, and public interest)</li> </ul> <p><b>Module 2 — Theme 3:</b> <i>Rule of law and socio-political participation</i></p> <ul style="list-style-type: none"> <li>Respecting and safeguarding the rule of law</li> <li>Socio-political affairs (factors affecting the level and form of socio-political participation; degree of significance to individuals, social groups, the gov't and society as a whole)</li> </ul>	<p>religion, and social status?</p> <ul style="list-style-type: none"> <li>Should school system deliver only mainstream values?</li> </ul> <p><b>Religion:</b></p> <ul style="list-style-type: none"> <li>Why does religion at times become an obstacle to human development, even a cause of war and hatred?</li> <li>What is the role of religion in the political arena in the modern world?</li> </ul> <p><b>ICT:</b></p> <ul style="list-style-type: none"> <li>What threats does the popularization of ICT impose on personal rights such as that of privacy?</li> </ul>

## Appendix 4

### NSS-LS Form 1 Syllabus of School A

2006– 2007	Suggested progression of study				
	Area of study	Module	Theme		
1st term	Self and Personal Development	Module 1: Personal	Theme 1: Understanding oneself		
		Development and Interpersonal Relationships	Development	<i>Key concept: Awareness of personal strengths &amp; weaknesses</i>	3d
			Interpersonal Relationships	Theme 2: Interpersonal relationships	
				<i>Key concepts: Importance of friendship,</i>	2d
				<i>Positive attitudes toward friendship</i>	2d
				<i>Key concepts: Family structure (present HK),</i>	1d
				<i>Family relationship,</i>	1d
				<i>Communication</i>	2d
				Newspaper making	2d
		2nd term	Science, Technology and the Environment	Module 5: Public Health	Theme 1: Understanding of public health
<i>Key concepts: Personal factors affecting public health (e.g., personal hygiene),</i>	1d				
<i>Balanced diet (relating to self-esteem),</i>	2d				
	<i>Case study — slimming &amp; diet</i>			2d	
Society and Culture	Module 3: Modern China			Theme 2: Chinese culture and modern life	
				<i>Key concepts: Why some traditional customs sustain and flourish while others do not? Chinese calendar, customs and festivals. Symbol of the dragon</i>	4d
Society and Culture	Module 3: Modern China	Theme 1 – Quality of life <i>Beijing Olympics</i>	4d		

Notes: 1. 1d, 2d, 3d, 4d — “d” means double lesson. For example, “2d” means that two double lessons are allocated for teaching a specific enquiry question.

2. Teachers are now working on eliciting all essential key concepts in the provisional final draft. Hence, the “key concepts” in this table is not the exhaustive list made.

## Appendix 5

### *An Example of an Inter-disciplinary Learning Experience Designed by Teachers From Different Subjects and the Experiential Learning Coordinator of School A*

The following is the presentation outline that the first author used in Prof. Ni Yujing’s course on “Planning and Enacting Assessment for Learning in Liberal Studies.”

*ALS5003B Presentation — Proposed assessment plan  
Topic: Quality of life (QoL) and sustainable development  
Enquiry question: Is Nansha a sustainable development?*

1. Philosophy of the multi-disciplinary trip
  - The target group of the three-day Nansha trip is the Form 3 students of School A. This project will incorporate four disciplines and is a multi-faceted one coordinated by the Experiential Learning Coordinator, the humanities departments, the Biology department, and the Hong Kong University of Science and Technology (HKUST) during the Students’ Activities Week held every November.
  - A range of learning activities will be organized to aid students’ understanding and appreciation of a balanced and sustainable development.
  - The focus will be on exploring and understanding the physical, social, cultural, and economic factors that at present are holding back Hong Kong from having a sustainable development.
  - Within such a context, students have to consider two questions:
    - i. Is Nansha a sustainable development?
    - ii. What is my place in the Greater Pearl River Delta (PRD) region?
2. Teaching content and instructional objectives of Civic Education

Subject	Teaching content
Civic Education	<ul style="list-style-type: none"> <li>• Nurturing students with critical and independent thinking, and actively involving in the community and the world is the main mission of the CE department.</li> <li>• It is strongly believed that action and knowledge creation are linked together (Harkins, 2004). Through involving students in various</li> </ul>

Subject	Teaching content
---------	------------------

learning activities and directly encountering with the phenomena being studied, it is hoped that they could better understand the issue and do something about it.

**Instructional objectives:**

- It is hoped that after the lessons and field trip, students will be able to:
  - i. understand the importance for individuals to have a sustainable way of life as it impacts on the wider environment (Attitude);
  - ii. improve their collaborative and communicative skills (Skills);
  - iii. understand the concept of sustainability in real practice, identify the interconnectedness between the development of HK and the Chinese mainland, particularly the PRD region, and even develop a new way of understanding this concept in a contextualized way (Knowledge).

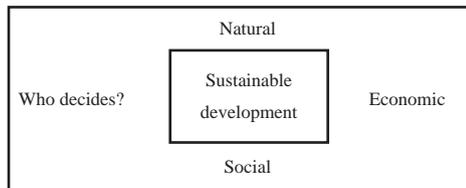
**Central question to be addressed:**

- How can individuals or organizations contribute to the maintenance and improvement of the quality of life (QoL)? What are the obstacles to their efforts? Which groups of people are most affected if these obstacles are not removed? (Curriculum Development Council & Hong Kong Examinations and Assessment Authority, 2006, p. 27)

**Teaching content:**

- The whole first term and half of the second term is devoted to the teaching of QoL in Hong Kong. As the concept of sustainability is an integral part in discussing QoL and our development in the long run, the CE department would embody this concept here.
- Different dimensions and measurements of QoL would be explored in class.
- The skeleton of the teaching content is based on David Boardman's sustainability model (Boardman & Ranger, 1996) and the criteria set by the Sustainable Development Council in Hong Kong, which is based on *Agenda 21*.

*David Boardman's sustainability model*



- They include health and hygiene, natural resources, society and social infrastructure, biodiversity, leisure and cultural vibrancy, environmental quality and mobility.

Subject	Teaching content
	<ul style="list-style-type: none"> <li>• It should be noted that the above criteria/dimensions are by no means an exhaustive list. They only serve as signposts for teachers and students to explore issues relating to sustainable development. Besides, it is expected that students would come up with other areas that they deem more relevant to them and/or important to the community as a whole.</li> </ul> <p>1st term:</p> <ul style="list-style-type: none"> <li>• In the first term, focus would be made on economic and environmental aspect. However, it should be noted that the environmental aspect here means the politics of handling pollution and conservation issues in Hong Kong and the Chinese mainland.</li> </ul> <p>2nd term:</p> <ul style="list-style-type: none"> <li>• In the second term, focus would be made on social and political aspects of QoL by having a series of lessons and activities on civic values including human rights, democracy, equality, rule of law and the like.</li> <li>• Since the CE department would like its students to have an in-depth enquiry on this issue, it tries to coordinate with other departments and the Experiential Learning Coordinator of School A.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• The concept of sustainability would be introduced in the Form 3 syllabus (1st term) under the topic “Saving our rainforest.”</li> <li>• Students would study tropical rainforests from different dimensions and the concepts involved are ecological balance, human-environment relations, sustainability and environmental protection.</li> <li>• Before this trip, Geography teachers would revisit the concept “sustainability” with all Form 3 students and introduce the geographical features of PRD and the geographical advantages and disadvantages of Nansha in class.</li> <li>• Air and water pollution would also be taught in the 1st term.</li> <li>• It should be noted that Geography teachers have only explained the concept of sustainable development by using the following triangular model:</li> </ul> <div data-bbox="384 1127 868 1435" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> </div>

Subject	Teaching content
History	<ul style="list-style-type: none"> <li>The underlying causes of the Opium War would be covered in Form 3 History lessons. It is hoped that students can explore the immediate causes and consequences of the war when they pay visit to the Humen Museum of Coastal Defense in Nansha.</li> </ul>
Biology	<ul style="list-style-type: none"> <li>Air and water pollution and their impacts on human health would be taught.</li> </ul>

### 3. Assessment tasks, rationales of the design and grading methods

- All tasks done for this trip will contribute 56% to students' final grade in Civic Education subject in the first term.
- The rationale of the design of each assessment task, its weighting and grading method are specified as follow:

Assessment tasks	Rationale of the design	Weighting	Grading method
<p>(For details, please refer to the student workbook.)</p> <ul style="list-style-type: none"> <li>Different tasks are designed and compiled in a student workbook. Students are expected to scan through the different tasks before going to Nansha.</li> <li>Students are requested to finish all the tasks on an individual basis.</li> <li>Some tasks are "site specific" (e.g., interviewing people in various locations), whereas some tasks are reflective</li> </ul>	<ul style="list-style-type: none"> <li>According to the Association for Experiential Education, "experiential education is defined as a methodology in which educators engage learners in direct experience and targeted reflection in order to increase knowledge and to develop skills, behaviors, and values" (see American College of Clinical Pharmacy, 2007, p. 4), it is hoped that by designing "site specific" tasks, students can become more actively engaged in the trip, and record information which are useful for doing in-depth discussion and reflection later on.</li> <li>As the CE department would like to nurture students in a holistic manner, it not only</li> </ul>	24%	<ul style="list-style-type: none"> <li>There is a teacher-in-charge for each group (approximate group size: 8–10 students).</li> <li>The teacher-in-charge of each group would be monitoring the students' progress and the completion of their workbooks on a daily basis.</li> <li>Students would be assessed with the following criteria:               <ol style="list-style-type: none"> <li>completion of task(s);</li> <li>learning process;</li> <li>personal engagement.</li> </ol> </li> </ul> <p>(for details, see Appendix 6)</p>

Assessment tasks	Rationale of the design	Weighting	Grading method
<p>questions in which students have to complete them during “free time” at the end of each day or in their own spare time.</p> <ul style="list-style-type: none"> <li>• During the course of the trip, students have to jot down information deemed useful for answering the enquiry question.</li> <li>• The teacher-in-charge of a particular group would assess the learning attitude of students within his/her group throughout the trip.</li> <li>• Students would attend a post-trip workshop. They have to do a group journal and write an individual reflection.</li> </ul>	<p>emphasizes knowledge creation, but also aims at inculcating students with high moral standard, responsibility and due regard to respect. Thus, teacher-in-charge of each group will also assess students by observing their interactions among their group members, their attitudes toward different people (fellow classmates, teachers, HKUST staff, interviewees at Nansha, waiters/waitresses in various restaurants, etc.), and the civism they exhibited in different contexts.</p> <ul style="list-style-type: none"> <li>• This provides an opportunity for students to organize what they have learnt during the 3-day trip, and hold in-depth discussion with their group members regarding the central enquiry question — “Is Nansha a sustainable development?”</li> </ul>	<p>20% (group journal), 12% (individual reflection)</p>	<ul style="list-style-type: none"> <li>• Some guiding questions are provided for students to do their group journal and individual reflection.</li> <li>• Students’ group journals would be assessed with the following criteria: <ul style="list-style-type: none"> <li>i. their ability to deliver a sustainability message;</li> </ul> </li> </ul>

Assessment tasks	Rationale of the design	Weighting	Grading method
	<ul style="list-style-type: none"> <li>It is expected that students would be able to consider the environment as a “totality” — “natural and built, technological and social (economic, political, cultural-historical, moral, aesthetic)” (Kwan, 1995, p. 96) in their discussions.</li> <li>The individual reflective writing is also crucial in the sense that students can come up with what students can do in contributing to the sustainable development of our community*, as well as understanding themselves and their relations with their group members.</li> </ul>		<ul style="list-style-type: none"> <li>ii. presentation and flow of their journal;</li> <li>iii. originality and creativity;</li> <li>iv. broadness of their perspectives shown;</li> <li>v. format used to convey their ideas.</li> </ul> <p><i>(for details, see Appendix 7)</i></p> <ul style="list-style-type: none"> <li>As for individual reflection, students would be graded by these criteria: <ul style="list-style-type: none"> <li>i. self-insight on herself/himself;</li> <li>ii. insights on peer relations;</li> <li>iii. insights on human-environmental relations/the community as a whole.</li> </ul> </li> </ul> <p><i>(for details, see Appendix 8)</i></p>
Total: 56%			

\* According to Tilbury (1995), understanding the relevance between our ways of lifestyle and relationship with the wider environment is one of the important dimensions in sustainable development and environmental education.

## Appendix 6

### *Cross-disciplinary Study — Assessment Criteria for the Three-day Trip*

Criteria*/Level of achievement	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
Completion of tasks	The student has <b>finished all the tasks</b> required in the workbook with <b>high quality</b> of work. Answers are <b>well-thought</b> and demonstrate a <b>high level of seriousness</b> . It also reflects a <b>truly personal response</b> to the questions posed with <b>evidence/example</b> gathered in different sites.	The student has <b>finished all the tasks</b> required in the workbook with <b>high quality</b> of work. Answers are <b>generally well-thought</b> with <b>satisfactory level of seriousness</b> . It also reflects <b>personal thought</b> to the questions posed with evidence/example gathered in different sites. Yet, some opportunities for a more in-depth analysis are <b>not pursued</b> .	The student has <b>finished most of the tasks</b> with some quality. <b>More thought should be given</b> to the questions posed in the workbook. Most of her/his <b>personal thought</b> is supported with evidence/example gathered in different sites. Yet, some opportunities for a more in-depth analysis are <b>not pursued</b> .	The student has only <b>finished part of the tasks</b> assigned. <b>More thought should be given</b> to the questions posed in the workbook. S/he <b>misses many opportunities</b> for using relevant evidence/example to substantiate her/his answers.
Learning process	The student <b>consistently and thoroughly</b> reviews her/his learning throughout the 3-day trip. The student's	The student <b>consistently</b> reviews her/his learning. The student's review shows <b>significant reflection</b> at	The student <b>adequately</b> reviews her/his learning trip. The student's review demonstrates <b>some</b>	The student only demonstrates a <b>narrative summary</b> or a <b>superficial review</b> of

<p>review shows <b>excellent reflection</b> at different stages. The evaluation done also demonstrates a <b>high degree of depth</b> and <b>new perspectives</b> emerging from various activities held in the trip.</p>	<p>different stages of the trip. The evaluation done shows a <b>clear understanding</b> of what is going on. It also includes some <b>good analysis</b> of the different bits of the learning activities.</p>	<p><b>reflection</b> at various stages of the trip. The student shows <b>some understanding</b> of what is going on. It also includes <b>adequate analysis</b> of the different parts of the learning activities.</p>	<p>what is going on at various stages of the trip. There is <b>little understanding</b> of the different bits of the learning activities.</p>
<p>Personal engagement and attitude</p>	<p>The student is <b>actively engaged</b> in different learning activities. S/he also demonstrates <b>self-initiative</b> and a <b>very high level of enthusiasm and commitment</b> throughout the trip. S/he exhibits essential qualities of being <b>cooperative, helpful, respectful, caring and responsible</b> in interacting with <b>different people in contact</b>.</p>	<p>The student shows a <b>satisfactory level of engagement</b> in different learning activities. S/he demonstrates <b>some enthusiasm and commitment</b> throughout the trip. S/he exhibits a <b>few essential qualities</b> as expected by teachers in interacting with others.</p>	<p>The student shows <b>little evidence of engagement</b> in different learning activities. S/he <b>lacks the enthusiasm and commitment</b> throughout the trip. S/he exhibits a <b>few essential qualities</b> as expected by teachers in interacting with others.</p>

Total: \_\_\_ / 12

\* The criteria of “completion of tasks” and “learning process” were adopted and modified from the assessment criteria of the Chinese International School (2006, pp. 39 & 41).

## Appendix 7

### *Cross-disciplinary Study — Assessment Criteria for Group Journals*

#### Part A

✎ Please consider the following aspects when writing your group journal:

1. The meaning of sustainable development
  - From your own perspective, what does this concept mean to you?
  - How would you explain this concept to others?
  - What indicators would you use to evaluate if a place is developing in a sustainable way?
2. Sustainable ways of living
  - How could people in Nansha improve their quality of life and ensure it lasts forever?
  - Think about current unsustainable practices in different aspects and how they could become sustainable.
  - With the concept of sustainability in mind, how would you compare the competitiveness of Nansha and Hong Kong in terms of their economic development? Give examples.
3. Visions of a sustainable future
  - What is the interlocking relationship between the quality of life of Nansha and Hong Kong?
  - What would you alter where we live so that our community's quality of life could improve? Think about the economic, environmental, social, political, and cultural aspects and how they can change over time.
4. Values and behavior of people living in a sustainable world
  - What do you think are the most important actions, values, and emotions that we should share to live in harmony with the environment?

## Assessment Criteria for Group Journals

Criteria*/Level of achievement	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
Sustainability message	The student is able to <b>deeply explore</b> the concept of sustainable development. A sustainability message is conveyed <b>clearly</b> and in an <b>interesting</b> and <b>imaginative</b> way.	<b>Clearly</b> convey a sustainability message in an <b>interesting</b> way.	<b>Attempt</b> has been made to <b>express</b> a sustainability message.	<b>Do not express</b> a sustainability message.
Presentation and flow	Demonstrate skill in the choice of words so that the sustainability message is <b>clearly understood</b> , <b>insightful</b> and conveyed in an <b>interesting</b> way. The writing is presented in a way that <b>catches the mind</b> and is <b>easy to read</b> .	Demonstrate skill in the choice of words so that the sustainability message is conveyed in an <b>interesting</b> way. The writing is <b>easy to read</b> .	Choose words that <b>sufficiently convey</b> the sustainability message. The writing is <b>readable</b> .	<b>Do not express</b> a sustainability message. The writing is <b>difficult to read</b> .
Originality and creativity	Show a <b>high level of originality</b> and <b>creativity</b> to clearly convey the sustainability message.	Show <b>some degree of originality</b> and <b>creativity</b> to convey the sustainability message.	Show <b>either originality or creativity</b> .	<b>Do not show</b> either originality or creativity.
Perspective	The student applies <b>critical</b> and <b>creative thinking skills</b> , analyzes the issue from <b>different angles</b> , and conveys	Apply <b>critical</b> and <b>creative thinking skills</b> to convey <b>different perspectives</b> of sustainability. Attempt has	Express a <b>clear perspective</b> .	<b>Do not express</b> a clear perspective.

a **unique and individual perspective** of sustainability. S/he is also capable of addressing the **complexity** of the problem.

Format	The layout of the work is <b>easy to follow</b> . A <b>wide variety of methods</b> are used to present ideas — both texts and non-texts (e.g., illustrations, photographs, mind map, flow chart, or any other formats).	The layout of the work is <b>easy to follow</b> . A <b>variety of methods</b> are used to present ideas — both texts and non-texts (e.g., illustrations, photographs, mind map, flow chart, or any other formats).	The layout of the work is <b>difficult to follow</b> . Ideas are presented in a <b>single format</b> .
--------	---	--	--

Total: \_\_\_ / 20

\* The assessment criteria were adopted and modified from the United Nations Educational, Scientific and Cultural Organization (n.d.). Some essential principles for teaching environmental education presented in the Inter-government Conference on Environmental Education (the Tbilisi conference) in 1977 are also embodied here. For details, see Kwan (1995, p. 96).

### Part B

☞ Please consider the following aspects when writing your individual reflection:

1. What do you think you, as an individual Form 3 student, can do in order to:
  - live a sustainable way of life?
  - promote the concept of sustainability in others' lives?
2. What changes have you and your schoolmates made in relation to personality/personal development in the 3-day trip? For example:
  - What other side of you and your schoolmates have you discovered in these 3 days?
  - Have you formed any different or new opinion on yourself and your schoolmates in these 3 days?

## Appendix 8

### *Cross-disciplinary Study — Assessment Criteria for Self-reflection*

Criteria/Level of achievement	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
Self-insight: focus on the self*	<p><b>Personal strengths</b> and <b>weaknesses</b> are <b>explored, described</b> and <b>critically examined clearly</b>. S/he is able to <b>identify impediments</b> to her/his personal development and <b>suggest strategies</b> to overcome them. In general, s/he shows <b>depth</b> of insight into herself/himself in an <b>honest</b> and <b>balanced</b> manner.</p>	<p>The student shows an <b>attempt to explore</b> her/his strengths and weaknesses with <b>clear descriptions</b>. <b>Attempts</b> have been made to <b>identify impediments</b> to her/his personal development and <b>suggest strategies</b> to overcome them. Yet it is <b>not</b> done in an <b>in-depth</b> manner.</p>	<p>The student shows an <b>attempt to explore</b> her/his strengths and weaknesses with <b>clear descriptions</b>. However, no attempts are made to suggest strategies to overcome her/his weaknesses.</p>	<p>The student <b>misses description</b> of strengths and weaknesses as discovered throughout the trip. S/he shows a <b>weak sense of self-awareness</b> and <b>reflection</b>.</p>
Self-insight: focus on peer relations	<p>The student has made a <b>genuine attempt to explore</b> the other side of her/his fellow group/schoolmates, and her/his relations with them. S/he uses some <b>significant</b></p>	<p>The student has made <b>some attempt to explore</b> the other side of her/his fellow group/schoolmates, and her/his relations with them. S/he uses some <b>examples</b> in the 3-day trip to <b>explain</b></p>	<p>The student has made <b>some attempt to explore</b> the other side of her/his fellow group/schoolmates, and her/his relations with them. Yet, s/he <b>fails to use examples</b> in the 3-day trip to explain</p>	<p>The student has made <b>some attempt to explore</b> the other side of her/his fellow group/schoolmates, and her/his relations with them. Yet, s/he <b>fails to use examples</b> in the 3-day trip to explain</p>

moments in the 3-day trip to explain her/his discovery. S/he has also made <b>great efforts in reflecting and fully internalizing what needs to be done to relate with others better.</b>	her/his discovery. S/he also made <b>considerable efforts in reflecting what s/he could do to relate with others in a better way.</b>	her/his discovery. However, s/he <b>fails to reflect</b> on ways to better relate with her/his peers.	her/his discovery. S/he also <b>fails to reflect</b> on ways to better relate with her/his peers.
Self-insight: focus on relations with the environment/ community as a whole <sup>#</sup>	The student is <b>highly aware</b> of what s/he can do to have a sustainable lifestyle. S/he shows <b>some ability to envision the interweaving relationship</b> between individual's action and disposition to the environment and the community as a whole. S/he also <b>develops concrete and feasible individual plan to live and promote</b> sustainable lifestyle in her/his everyday life.	The student shows <b>some awareness</b> of what s/he can do to have a sustainable lifestyle. Yet s/he <b>fails to envision the interweaving relationship</b> between individual's action and disposition to the environment and the community as a whole. <b>Some attempts</b> have been made to <b>develop a plan</b> to live a sustainable way of life.	The student <b>only shows a little awareness</b> of what s/he can do to have a sustainable lifestyle. S/he <b>fails to envision the interweaving relationship</b> between individual's action and disposition to the environment and the community as a whole. <b>No attempts</b> have been made to <b>develop a plan</b> to live and/or promote a sustainable way of life.
<b>Total: ___ / 12</b>			

\* This criterion was adopted and modified from Lantinga (2006) and Beers (1997).

<sup>#</sup> Kwan (1995, p. 98) made use of the Tbilisi Declaration to encourage educators to develop students with important attributes such as awareness, attitudes and values, action and the like, in preparing curriculum program on environmental education. The criterion on human-environmental relationship was developed from it.

## Appendix 9

### *Lesson Materials Submitted to the QSI Team — FI Civic Education: Friendship Lesson Plan 1*

#### **Why do we need friends? How to make friends with others?**

##### **Task One**

Study the following photos and answer the questions that followed.

(a)



(b)



(c)



(d)



1. Can you do the above activities alone? If you can, is it as fun as doing it with others? Why or why not?  

---
2. What kinds of extra-curricular activities do you like doing?  

---
3. Do you make friends in these activities? What do you learn from them?  

---

4. i) List at least three of your hobbies and your friends' hobbies.

My hobbies	My friends' hobbies
	Friend #1
	Friend #2
	Friend #3

- ii) Are there any common hobbies shared by you and your friends? Circle them.
- iii) Are these similarities the reasons why you and your friends became friends? Are there any other reasons?
- 
5. What are the strengths of your friends? Did these strengths cause you to become friends?
- 

*Points to note:*

- We usually find someone who has similar interests with us or people we admire to form peers. All of us need affiliation. We always do things in groups.
- As we grow older, peer group influence becomes stronger. Peer group acceptance is important to teenagers.
- If we are not accepted by our peer group, we may feel stressed and lonely. This may influence our psychological development.
- If we are accepted by our peer group, we will have more confidence and motivation to work and study.

**Task Two**

Are you a good friend? Complete the survey below. Put a ✓ in the box(es) that best describe you.

1. Can you accept differences between you and your friends?
2. Will you point out your friends' bad points and suggest ways for improvement?

3. Are you an active listener to your friends? (Listen to your friends carefully and give appropriate responses.)
4. Do you like spending time with only one friend at a time?
5. Can you tell your true feelings to your friends?
6. Are you willing to listen to your friends?
7. Do you always support your friends in words?
8. Do you always support your friends in actions?
9. Will you apologize to your friends if necessary?
10. Do you like to find out the good points of your friends?
11. Do you like to praise your friends' good points?
12. Do you want to know what other friends your friends have?
13. Do you concern for your friends and care about their needs?
14. Do you try to develop common hobbies with your friends?
15. Do you share the same dreams with your friends?

How many ticks do you have? \_\_\_\_\_

*Rating scale:*

You are a negative  
peer influence.  
You must change  
your ways.

Wonderful! You are a  
good peer influence.  
Continue to support and  
encourage your friends to  
exert positive peer influence.



*Points to note:*

- All of us experience the joy and goodness of caring for others and being cared by others.
- It is a good starting point for building good relationship with friends — caring others and showing that we do care!

### **Task Three**

Find at least one song about friendship. Bring the song and lyric to share in class next lesson. What is the name of the song? Who is the singer? What is the most important theme of the song? What are the characteristics of a good friend mentioned in the lyric?

## Appendix 10

### Feedback Provided by the QSI Team

#### Friendship 1: Why do we need friends? How to make friends with others?

Task	Objectives	Activities
1	<ol style="list-style-type: none"> <li>1. Develop an understanding about the importance of friendship</li> <li>2. Nurture positive thinking toward friendship</li> </ol>	Self-reflection exercise
2	Enhance students' ability to build/maintain good relationship with friends	Survey/ self-reflection exercise
3	Provide an opportunity for students to reflect on their personal values, beliefs, and practices about friendship	Friendship Card Design Competition



Task 1 draws the past experiences from students and reorganizes their experiences to some important concepts of friendship. As to increasing the relevance of this task to students' daily experiences, teachers may ask students to list out some of their favorite hobbies and see if their hobbies are conducted individually or in groups before going deep to the questions in the lesson plan.



Task 2 is a self-reflection activity for students. The main purpose of a self-reflection exercise is for students to plan and rethink their behavior toward their friends. Therefore, some follow-up exercises are expected; for example, students have to write up some action plans. Teachers may also ask students to discover the strengths of their classmates in order to further develop their daily observation and social skills. This activity can also improve the linkage between Task 1 and Task 2.



Task 3 is an excellent lead-in or consolidation activity as it can draw information about students' content knowledge and affective skills about friendship. If the card design competition is introduced at this stage, teachers may only draw part of students' concepts and values about friendship.

## Appendix 11

### *Modified Lesson Plan — Form 1 Civic Education*

**Area of Study: Self and Personal Development**

**Module 1: Personal Development and Interpersonal Relationships**

**Topic: Friendship**

**Total no. of double lessons: 2–3**

#### **The “ASK” design of this topic**

*Affective:*

- To inculcate students a positive attitude toward friendship
- To foster a sharing culture among students
- To enhance students’ self-understanding in relation to their roles as friends

*Skill:*

- To develop students’ communication skill
- To distinguish good and bad peer influence and make wise choices independently and critically

*Knowledge:*

- To be able to understand:
  - i. the need of friends as one of the important elements in different developmental stages
  - ii. the formation of peer group as a vital psychological need for every individual
  - iii. the importance of peer acceptance to one’s self-esteem
  - iv. the difference between good and bad peer influence

#### **Concepts involved in this topic**

Peer, peer affiliation, peer acceptance, social norms, conformity, deindividuation, mob behavior, altruism, assertiveness

*[It should be noted that teachers are not expected to teach all these terms to students. But these are the important concepts that teachers have to keep in mind when designing instructional materials for this topic. Some concepts may not be covered in the Form 1 syllabus.]*

- 
- |                  |   |
|------------------|---|
| Peer affiliation | <ul style="list-style-type: none"><li>• It refers to the need to form attachments with others. A group of people who have something in common usually become closely connected with each other.</li></ul> |
|------------------|---|
-

Peer acceptance	<ul style="list-style-type: none"> <li>• Whether a person is being accepted by others. Factors such as physical attractiveness, cultural traits, disabilities, etc. affect the level of peer acceptance. The degree of one's social competence is a good predictor of peer acceptance.</li> <li>• Social competence refers to the social, emotional, and cognitive skills and behaviors that children need for successful social adaptation. Despite this simple definition, social competence is an elusive concept, because the skills and behaviors required for healthy social development vary with the age of the child and with the demands of particular situations.</li> </ul>
Social norms	<ul style="list-style-type: none"> <li>• Explicit and implicit rules that reflect social expectations and influence the ways people behave in social situations.</li> </ul>
Conformity	<ul style="list-style-type: none"> <li>• To change one's attitudes or behaviors to adhere to social norms.</li> </ul>
Deindividuation	<ul style="list-style-type: none"> <li>• The process by which group members may discontinue self-evaluation and adopt group norms and attitudes.</li> </ul>
Mob behavior	<ul style="list-style-type: none"> <li>• A group of people acts like a "beast with many heads." That means, they are acting irrationally and/or violently (e.g., riots, threatening, torture, gang rape, etc.).</li> </ul>
Altruism	<ul style="list-style-type: none"> <li>• According to social psychologists, this term refers to helping behavior. The following factors may affect helping behavior:             <ol style="list-style-type: none"> <li>one's mood and personality traits (empathic observers)</li> <li>the belief that an emergency exists</li> <li>one assumes her/his responsibility to act</li> <li>if the helper knows the people who need help</li> <li>if the people who need help are similar to the observer</li> </ol> </li> </ul>
Assertiveness	<ul style="list-style-type: none"> <li>• The ability to express one's genuine feelings and stand up for her/his legitimate rights. People with higher assertiveness tend to be better able to withstand social influence.</li> <li>• However, to insult, threaten, or attack verbally or physically is aggressive, not assertive.</li> <li>• One can become more assertive through techniques such as self-monitoring, challenging irrational beliefs that prevent us from speaking up, modeling, and behavior rehearsal. In doing so, one should attend to non-verbal communications such as eye contact, posture and gestures, and distance from others, as well as to the things we say.</li> </ul>

Source: Extracted from Rathus and Nevid (1998).

## Lesson 1

*Concepts involved in the first lesson:* Affiliation need

*Objectives:* By the end of the lesson, students should be able to:

1. figure out the important positive qualities of friendship,
2. understand the importance of affiliation need.

*Duration:* One double lesson (70 minutes)

Estimated time	Teaching flow	Materials needed
5 minutes	<p><b>Lead-in:</b></p> <ul style="list-style-type: none"> <li>• Listen to the song <i>Shining Friends</i> with students.</li> <li>• Ask students: According to the song, what should a friend be like?</li> <li>• May assist students to verbalize their thoughts whenever necessary: be supportive when your friends encounter difficulties, emotional support, unconditional love, cheer you up in times of setbacks, etc.</li> </ul>	Computer, projector, remote control, ppt
10–15 minutes	<p><b>Engagement: “Rounds”</b></p> <ul style="list-style-type: none"> <li>• Give 1 minute for students to think of one sentence starting with “A friend should ...”</li> <li>• The teacher then starts the “Rounds” by saying: “A friend should be helpful.”</li> <li>• Then ask each student in turn to finish the sentence.</li> <li>• Sentence can be pitched at any level the teacher wants and tries a few different ones depending on the responses and ability of students in the class.</li> <li>• Examples:               <ol style="list-style-type: none"> <li>i. A best friend should ...</li> <li>ii. A friend should not ...</li> <li>iii. I’m lucky to have ___ to be my friend because s/he is ...</li> <li>iv. The positive reason for having friends is ...</li> <li>v. The selfish reason for having friends is ...</li> </ol> </li> </ul>	Same as above + whiteboard

Estimated time	Teaching flow	Materials needed
	<ul style="list-style-type: none"> <li>Once everyone has said something, the teacher may stop the “Rounds” and choose to open up the discussion. <i>(Teacher may also stop and ask questions about what the students have said during the “Rounds,” but the main objective of this activity is to encourage balanced participation.)</i></li> </ul>	
10–15 minutes	<p><b>Task One:</b></p> <ul style="list-style-type: none"> <li>Distribute Worksheet Task One to students.</li> <li>Refer back to some of the qualities put forward by students regarding friends; ask them to decide WHO IS A BETTER FRIEND (Terry, Kok Pin or Wen Fu) in the movie <i>I Not Stupid</i>.</li> <li>Ask students to write down their reasons in group of four.</li> <li>Invite students to share their thoughts.</li> <li>End this task by asking students: Is it necessary for friends to share the same hobby? How common should friends/good friends be?</li> </ul>	Worksheet Task One
15 minutes	<p><b>Task Two:</b></p> <ul style="list-style-type: none"> <li>Teacher shares her/his thoughts with students about the two questions posed.</li> <li>Distribute Worksheet Task Two to students.</li> <li>Go through the questions with students. Then, ask students to answer the questions individually.</li> <li>Have students share their answers in pairs/groups.</li> <li>Invite students to share their answers in class.</li> <li>Round up this bit by referring to “Points to note” as anchor for weaker students. Briefly explain the terms “affiliation” and “peer acceptance.</li> </ul>	ppt Worksheet Task Two

Estimated time	Teaching flow	Materials needed
5 minutes	<p><b>Task Three:</b></p> <ul style="list-style-type: none"> <li>• Have students answer the questions in Task Three.</li> <li>• Ask how many ticks they have got.</li> <li>• Analyze the results with them.</li> <li>• The more ticks one has got, a better friend s/he is.</li> <li>• Encourage them to be good peer influence to others. (Be supportive and encouraging instead of being too critical or indifferent!)</li> </ul>	Worksheet Task Three
5 minutes	<p><b>Extended Task:</b></p> <ul style="list-style-type: none"> <li>• Go through instructions with students.</li> <li>• Each student has to bring a song and/or lyric back to school next lesson.</li> <li>• The theme of the song should be about friendship. It can be in any languages. List out the characteristics of a good friend mentioned in the lyric on a piece of paper.</li> </ul>	Worksheet Task Four

Note: Usually, ten minutes will be reserved for news sharing in class.

## References

- Airasian, P. W., & Cullickson, A. R. (1997). *Teacher self-evaluation tool kit*. Thousand Oaks, CA: Corwin Press.
- American College of Clinical Pharmacy. (2007). *ACCP White Paper: Quality experiential education*. Retrieved April 3, 2007, from <http://www.accp.com/position/ExpEducWPfinal.pdf>
- Aubrey-Hopkins, J., & James, C. (2002). Improving practice in subject departments: The experience of secondary school subject leaders in Wales. *School Leadership and Management*, 22(3), 305–320.
- Banks, J. A., & McGee Banks, C. A. (1999). Teaching social science inquiry and its products: Facts, concepts, generalizations, and theories. In J. A. Banks & C. A. McGee Banks, *Teaching strategies for the social studies: Decision-making and citizen action* (5th ed., pp. 65–98). New York: Longman.
- Beers, J. (1997). *Personal growth project*. Retrieved October 24, 2006, from University of the State of New York, Elementary, Middle, Secondary and Continuing Education Web site: <http://www.emsc.nysed.gov/nysatl/Health/PersonalGrowth/html/index.html>
- Boardman, D., & Ranger, G. (1996). *Teaching sustainable development*. Retrieved September 8, 2005, from [http://resources.ed.gov.hk/envir-ed/e\\_index.htm](http://resources.ed.gov.hk/envir-ed/e_index.htm)
- Callahan, J. F., Clark, L. H., & Kellough, R. D. (2002). Student-centered instructional strategies. In J. F. Callahan, L. H. Clark, & R. D. Kellough, *Teaching in the middle and secondary schools* (7th ed., pp. 209–250). Upper Saddle River, NJ: Merrill.
- Cardno, C. (2002). Team learning: Opportunities and challenges for school leaders. *School Leadership and Management*, 22(2), 211–223.

- Cheng, R. H. M. (1997). 從香港中文大學通識教育之歷史簡述到大學通識教育之實踐反思 (From a brief description of the history of General Education in The Chinese University of Hong Kong to a critical reflection on the practice of University General Education). In K. K. Lau, K. Y. Wong, & R. H. M. Cheng (Eds.), 華人地區大學通識教育學術研討會論文集 (*Proceeding of the Conference on the University General Education in Chinese Context*) (pp. 75–81). Hong Kong: The Office of General Education, The Chinese University of Hong Kong.
- Cheng, R. H. M. (2005, November 18). 在「全體參與」和「專部獨辦」之間 (Holistic participation and departmental specialization). *Mingpao*, Liberal Studies column.
- Chinese International School. (2006). *Middle Year Program (MYP) personal project*. Hong Kong: Author.
- Clark, J. H., & Agne, R. M. (1997). Introduction: From atomization to integration. In J. H. Clark & R. M. Agne (Eds.), *Interdisciplinary high school teaching: Strategies for integrated learning* (pp. 1–18). Boston: Allyn & Bacon.
- Curriculum Development Council, & Hong Kong Examinations and Assessment Authority. (2006). *New senior secondary curriculum and assessment guide (Secondary 4–6) Liberal Studies (Provisional final draft)*. Hong Kong: Author.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Hannay, L. M., Erb, C. S., & Ross, J. A. (2001). To the barricades: The relationship between secondary school organizational structure and the implementation of policy initiatives. *International Journal of Leadership in Education*, 4(2), 97–113.
- Harkins, A. (2004). *Alternative futures for experiential and service learning*. Minneapolis, MN: University of Minnesota.

- Henderson, J. G., & Hawthorne, R. D. (1995). *Transformative curriculum leadership*. Englewood Cliffs, NJ: Merrill.
- Ho, H. H. (1981). 大學教育——我的夢想與我的建議 (University education — My dream and my suggestion). In H. H. Ho, 哲學智慧的尋求 (*Pursuing philosophical wisdom*) (pp. 15–21). Taipei, Taiwan: Dong da tu shu.
- Hwang, J. J. (1987). 課程評鑑 (*Curriculum evaluation*). Taipei, Taiwan: Shi da shu yuan.
- Kotter, J. P. (1994). *Leadership* [Video-recording]. Boston, MA: Nathan/Tyler; Yarra, Vic., Australia: Seven Dimensions.
- Krajcik, J. S., & Blumenfeld, P. C. (2006). Project-based learning. In R. K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (pp. 317–333). Cambridge; New York: Cambridge University Press.
- Kwan, T. (1995). Preparing “small” environmentalists through activity-based and interdisciplinary environmental teaching. *New Horizons in Education*, 36, 94–103.
- Lantinga, S. (2006). *Self-reflection paper: Evaluation rubric*. Retrieved October 27, 2006, from Dordt College Web site: <http://homepages.dordt.edu/lantinga/IPS/self-reflection%20paper%20rubric.htm>
- Louis, K. S., & Riley, K. A. (2000). Introduction: Relational leadership for change. In K. A. Riley & K. S. Louis (Eds.), *Leadership for change and school reform: International perspectives* (pp. 1–9). London; New York: Routledge/Falmer.
- Moos, L. (2000). Global and national perspectives on leadership. In K. A. Riley & K. S. Louis (Eds.), *Leadership for change and school reform: International perspectives* (pp. 84–104). London; New York: Routledge/Falmer.
- Nitko, A. J. (2004). Describing the goals and learning targets of instruction. In A. J. Nitko, *Educational assessment of*

- students* (4th ed., pp. 15–32). Upper Saddle River, NJ: Pearson Education.
- Print, M. (1993). *Curriculum development and design* (2nd ed.). St. Leonards, NSW, Australia: Allen & Unwin.
- Rathus, S. A., & Nevid, J. S. (1998). *Adjustment and growth: The challenges of life* (7th ed.). Fort Worth, TX: Harcourt Brace College Publishers.
- Stevens, R., Wineburg, S., Herrenkohl, L. R., & Bell, P. (2005). Comparative understanding of school subject matters: Past, present, and future. *Review of Educational Research*, 75(2), 125–158.
- Tilbury, D. (1995). Environmental education for sustainability: Defining the new focus of environmental education in the 1990s. *Environmental Education Research*, 1(2), 195–212
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: The University of Chicago Press.
- United Nations Educational, Scientific and Cultural Organization. (n.d.). *Education for sustainable development (ESD)*. Retrieved October 24, 2006, from <http://www.unescobkk.org/index.php?id=71>
- Wong, H. W. (2002). 教師賦權 (Teacher empowerment). In H. W. Wong & K. W. Chu (Eds.), 一個都不能少：個別差異的處理 (*Managing individual diversity*) (pp. 50–67). Taipei, Taiwan: Shi da shu yuan.
- Wong, H. W., & Li, Y. Y. (2006). 新修訂中學中國語文課程下的學科課程領導：角色、風格、所遇困難、解難策略和專業成長 (*Department curriculum leadership during the implementation of the newly revised secondary Chinese language curriculum: Roles, styles, difficulties encountered, coping strategies, and professional growth*) (School Education Reform Series No. 24). Hong Kong: Faculty of Education &

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

Zepeda, S. J. (1999). *Staff development: Practices that promote leadership in learning communities*. Larchmont, NY: Eye On Education.