



香港教育研究所

Newsletter

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

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Research Notes and Innovations

The Education Commission Report Number 7 focuses on the issue of quality school education. According to the report, the essence of quality school education comprises among others, "delivery of educational outcomes which meet the needs and expectations of the community in an efficient, accountable and cost effective way" (ECR No.7, 1997, p.3). In line with this focus and development in education, a large scale research on the effectiveness of the Hong Kong secondary school system has been undertaken by the Faculty of Education of CUHK. Due to space constraints, only a number of salient points of the study are highlighted below. Readers interested in reading the report of the study may contact the Hong Kong Institute of Educational Research.

A Survey of the Effectiveness of the Hong Kong Secondary School System*

Research team members: Professor Leslie Lo Nai-kwai Professor Tsang Wing-kwong
Professor Chung Choi-man Professor Chung Yue-ping
Professor Cheng Yin-cheong Mr. Paul Sze Man-man
Professor Esther Ho Sui-chu Professor Ho Man-koon

*This research is funded by a grant from the University Grants Committee

Objectives

This study aims to explore the effectiveness of the secondary school system in Hong Kong. The primary objectives of this study are:

- to identify the goals expected of the Hong Kong secondary school system;
- to measure the capability of the secondary school system in attaining these goals;
- to study the relationships between learning outcomes and crucial aspects of schooling; and
- to identify those schools and educational practices within the system which can effect positive learning outcomes.

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Methods

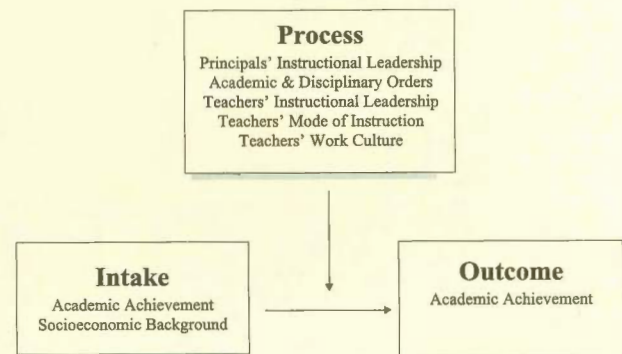
To these aims, four surveys were designed. The field work was carried out from January 1993 to December 1994.

1. Survey on community expectation of secondary school system: Perceptions and expectations of the secondary school system were sought from representative sample of stakeholders—students, parents, teachers, school administrators, policy-makers and employers in the business sector.
2. Survey on student intakes: Students in 50 secondary schools, belonging to a total of 400 classes of Form 1, Form 2, Form 4, and Form 6 were surveyed on their (a) socio-economic background and (b) academic achievement levels.
3. Survey on educational processes: Various organizational features of the 50 sample schools were surveyed. Seven sets of questionnaires were designed to collect data from different groups of personnel within the sample schools.
4. Survey on educational outcomes: The sample classes of students, which by then had been promoted to Form 2, Form 3, Form 5 and Form 7 respectively, were tested once again. These students' subsequent public examination results were also obtained to serve as indicators of educational outcomes.

The primary sampling units of these surveys are 50 Hong Kong secondary schools, which are selected by stratified sampling in terms of students' academic performance. With the assistance of the Education Department, schools are randomly selected from high-, medium- and low-ability strata according to a ratio of 15:20:15. From these sampled schools, responses of 30,000 students, 28,000 parents, 1,500 teachers, 50 academic masters, 50 disciplinary masters, and 50 principals were obtained. Other samples also include 850 employers in the business sector and 500 policy-makers.

An intake-process-outcome model of analysis was adopted (Figure 1).

Figure 1: The guiding framework



Findings and Conclusions

1. It has been revealed in surveys on expectations that the Hong Kong general public hold quite an instrumental and pragmatic view of their secondary school system. The attributes they see as being most essential for their secondary school students to acquire are good work habits, such as being responsible, independent and obedient, and academic success, especially with regard to language proficiency. On the contrary, the attributes that the Hong Kong general public see as less essential are social and political consciousness and computative and operative skills.
2. In light of the findings of the survey on expectations, the research team decided to concentrate the analysis of school effects on one primary aspect only, namely students' academic achievement. The analysis has revealed that Hong Kong secondary schools are quite widely differentiated in their effectiveness in enhancing students' academic achievement. By applying Douglas Willms' measure of segregation index (1986) to our data, we have calculated the ability segregation index among the 50 sample schools (Table 1). In comparison with corresponding measures found in other countries, we can say that Hong Kong secondary schools are highly segregated in terms of students' academic ability.

Table 1: Ability segregation index of junior secondary schools in Hong Kong, US, Canada and Singapore

Segregation Index * of :	Hong Kong		US	Canada	Singapore
	Form 2 students	Form 3 students	Junior-high students	Junior-high students	Junior-secondary students
Composite achievement of English, Chinese and mathematics	0.6586	0.5504			
Reading			0.2678	0.0916	0.3308
Mathematics			0.0944	0.1795	0.2503

* The value of the segregation index takes on value ranging from 1 to 0. 1 indicates total segregation, while 0 indicates no segregation at all.


3. The study also reveals that Hong Kong secondary schools are quite highly segregated in terms of students' socio-economic backgrounds. This is evident in our finding that the segregation index of socio-economic backgrounds of the Form 3 students is 0.31. In comparison with the corresponding measure found in US (0.25) and Scotland (0.22), two of the schooling systems which have been considered to be highly segregated in social classes (Willms, 1986), we can conclude that there is significant class segregation among Hong Kong secondary schools.
4. Effects of educational processes on students' academic achievement are analyzed by running a number of Hierarchical Linear Models, each of which takes students' socio-economic background at both individual and school levels as antecedent variables, one aspect of educational processes (Figure 1) as independent variable, and students' academic achievement in 1994 as dependent variable.
5. The analysis reveals that a number of process variables assert statistically significant and positive effects on students' academic achievement, for example, teacher supervising and evaluating instruction and teacher monitoring student progress. They indicate that efforts directly catering for students' learning have positive effects on students' achievement.
6. However, a substantial number of process variables have statistically significant negative effects on students' academic achievement, for example, (a) teacher communicating instructional goals to students, (b) teacher providing incentive for students, and (c) principal promoting teachers' instructional improvement. The findings are against intuition. However, as we put these negative effects within the context of the highly segregated schooling system of Hong Kong, we begin to make sense of these findings. We have characterized these findings as an *intake-process-outcome self-perpetuating system* at work within the Hong Kong secondary school system. This system operates in the following ways.
 - 6.1 Hong Kong secondary schools are highly segregated in terms of students' academic ability. Hence, students' academic performance within schools are quite homogeneous.
 - 6.2 Students' academic performance is significantly associated with their socio-economic status. Hence, Hong Kong secondary schools are also significantly segregated in terms of students' socio-economic background.
 - 6.3 In reaction to the homogenous student intakes, school authorities have to organize their educational process in a way that it is geared to accommodating the particular "bands" of stu-

dent intakes assigned to them. In fact, most of the education-process variables, which yield negative effects on students' academic achievement, can be interpreted in a way that it is not these education-process variables which assert negative effects on students' achievement, but it is the low-ability student intakes which induces schools to organize these aspects of educational process in such a way. To illustrate, let us take teachers' instructional leadership as an example. Teachers working in classrooms accommodating mostly low-ability students are more likely to spend time to provide incentive to students, who are by definition not highly motivated. Hence, it is not teachers' acts of "providing incentive for academic achievement" which contribute negative effects on students' achievement, but it is the homogeneity of students' low ability and low motivation which

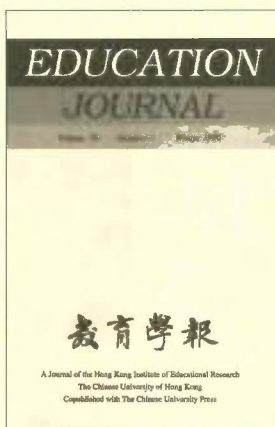
leads teachers to make exact effort to provide incentives to students.

- 6.4 Taken together, we can see that Hong Kong secondary schools are not totally free and independent in organizing their educational processes but are constrained by their student intakes. Homogenous student intakes assert significant impacts on schools' educational processes, which in turn assert significant effects on students' academic outputs. Hence, we can see that there is an intake-process-outcome self-perpetuating mechanism at work within the secondary school system in Hong Kong.

Reference

Willms, J.D. (1986). Social class segregation and its relationship to pupils' examination results in Scotland. *American Sociological Review*, 51, 224-241. 

Education Journal 教育學報



An interesting and well-researched academic publication for all dedicated educators in the community.

Education Journal, published twice a year in summer and winter by the Hong Kong Institute of Educational Research (HKIER) at The Chinese University of Hong Kong, is both the earliest and the leading bilingual educational journal in Hong Kong. Established for 25 years, the journal is widely known, and distributed to local and overseas higher institutions and educational bodies. Not only does it mirror the evolution of Hong Kong education, it also presents a vivid portrait of practising educators and educational researchers' visions towards education in local and international contexts.

Articles in upcoming issue, vol.25 no.1

- 鄭燕祥、伍國雄
學校危機的理念和管理：多元觀點的分析
- 彭新強
香港學校的管理改革：問責制度的重整
- 江哲光、侯傑泰
應用結構方程模式之問題和謬誤
- 李曉東
學業自我概念：結構、機制及與學習成績的關係
- Pang I-wah
Functions of the Parent Teacher Association (PTA)
— A Hong Kong Perspective
- Lau Kit Ling and David W. Chan
Family Relationship, Self-concept, and Delinquent Behavior among Chinese Adolescents in Hong Kong
- Esther Ho Sui Chu
School-Based Management as School Reform :
Taking Stock (book review)
- Lam Chi Chung and Wong Ngai Ying
Parents' Attitude towards Extracurricular Activities

Publications

New Publications

教育政策研討系列七至十一現已出版。

中國基礎教育資源配置的若干趨勢

談松華

中國基礎教育規模龐大，教育政策資源嚴重不足。在普及基礎教育的過程中，如何合理配置和有效利用教育資源，是一個關係全局的問題。本文探討中國基礎教育資源配置的若干趨勢，以期在鞏固普及教育成果的基礎上，逐步把重點轉向全面建設高質量教育。(20頁，HK\$15)

臺灣地區國民教育資源分配的現況與展望

陳麗珠

這份研究報告檢討臺灣地區近十年來(1986-1995)國民教育資源分配的情形。根據有關統計資料的分析，討論現存於國民教育經費分配的問題；並就國民教育財政未來的發展，提出一系列的建議。

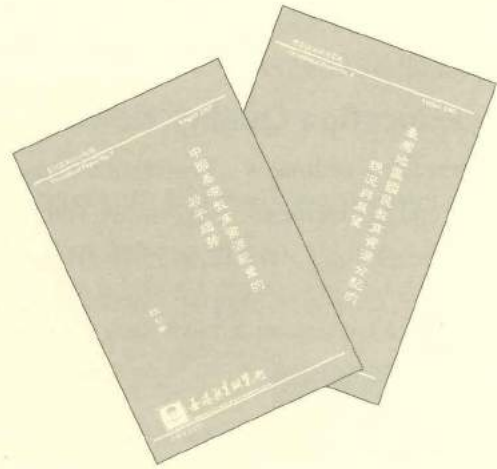
(52頁，HK\$15)



從排斥性精英主義到分隔性精英主義——香港九年強迫教育發展的深層結構

曾榮光

本文旨在從體制及結構層面上，檢討實施了接近二十年的免費及強迫教育政策是否能為香港學童，特別是社會不利者，提供一個公平和均等的學校教育。作者論證政府實施的強迫教育政策根本沒有顧及教育機會的均等與公平，而只是把強迫教育實施以前的一種排斥性的精英主義教育制度，變換為一種分隔性的精英主義教育制度。作者繼而探討這種分隔性精英主義對香港教育以至經濟發展的不良影響。(40頁，HK\$15)



Accelerating Education for an Accelerating Economy 飛躍經濟中的躍進教育

Henry M. Levin

With changes in the World Economic System, Hong Kong is increasing its role as a financial and service centre. This shift calls for new work systems and requirements. The educational system, which is the major provider of workforce, has to respond to these changes. This paper discusses how the educational system and schools in Hong Kong could change to meet the needs of the changing society. It will draw on experience with the Accelerated Schools Project in the US. (38 pages, HK\$15)

篩選教育與普及教育下師生教與學本質的初步分析

黃顯華、韓孝述、趙志成

「九年免費強迫教育研究」的結果顯示了令人非常擔心的事實—不少學童在小學三年級已開始遭遇學習困難和失去學習興趣。研究報告認為，出現上述困境是因七十年代期間，本港的學校教育制度由篩選發展而成普及的過渡期太短，無論是政府和教育界對有關的課程設計和發展、學校行政、學生輔導和資源分配等，都缺乏了配套的準備，特別是教育工作者的教育和教學信念沒有作出應有的轉變。

小冊子由三篇文章組成。先從個別差異和學習動機兩方面分析普及教育課程的性質，接著對此兩方面的有關學理和實踐作出探索，全面探討「篩選教育與普及教育下師生教與學本質」的課題。

(86頁，HK\$30)

Research Programmes

In this issue, we would like to report on the progress and achievement of one of the research projects co-ordinated by the HKIER.

The Education Quality Research Programme

Programme co-ordinator : Professor Cheng Yin-cheong and Professor David W. Chan

Date of commencement : September 1993 Duration : Five years

Total research fund : HK\$2,045,000 (Blister Training Programme, Direct Grant, Earmarked Research Grant, Language Fund, One-time Support, Strategic Research Grant)

Completed projects:

Change of Teacher Cognition: A New Approach to Quality Enhancement in Teacher Education

(Professor Mak Se-yuen)

This project examines teachers' perception of their competence and source of knowledge. The findings are reported in a paper entitled *Sources of Reflectivity - A Comparison of Teachers across Different Disciplines and Levels of Training*.

Display Board Activities for Teaching (Professor Mak Se-yuen)

This project investigates the effects of using magnetic display board activities on learning and it also involves developing teaching materials for use with display boards. A seminar was held to promote the use of display board in teaching. There is a follow-up plan to develop teaching materials on new topics to be used in schools.

Student Teachers' Reflective Thinking upon Moral Issues in Different Domains (Professor Wong Wan-chi)

The findings of this research project are reported in a paper entitled *Stages of Moral Judgement: Reconceptualisation with a Reflectivity Framework*.

On-going projects:

Education Quality in Hong Kong Primary and Secondary Schools: Indicators and Organizational Determinants (Professor Cheng Yin-cheong)

The project consists of two sub-projects. The project on primary schools has been completed. Data collection for the secondary school project is completed and data analysis is in progress. Conference papers and journal articles have been presented and published on this project. Among them are :

- Tam, W.M. & Cheng, Y.C. (1996). Staff development for school education quality: Implications from multi-models. *Training for Quality*, 4(4), 16-24.
- Cheng, Y.C. & Tam, W.M. (1997). Multi-models of quality in education. *Quality Assurance in Education*, 5(1), 22-31.

Teaching Strategies and Design to Improve Comprehension and Writing Abilities in Chinese Language

(Professor Ho Man-koon)

This project aims at identifying ways of promoting reading and writing competence in Chinese. The project consists of two sub-projects, the Writing Project and the Comprehension Project. The project team has developed a set of 24 instructional booklets (for F.1 and F.3) for the Writing Project, and a set of 2 instructional booklets (for F.1 and F.3) for the Comprehension Project.

A Study of the Design, Development and Implementation of Target Oriented Curriculum (TOC) in Hong Kong (Professor Lam Chi-chung)

The research team has carried out consultancy service at four primary schools. In July 1997, interviews were conducted to collect views of school principals and teachers on the format and quality of the support provided for them. A book entitled *Target Oriented Curriculum: Design and Implementation* has been published.


A Study on Parental Conceptions of Quality Education in Contemporary Chinese Communities (Professor Man Si-wai and Professor Lau Kwok-keung)

Data for this project are collected from interviewing student-parent pairs selected from secondary schools in Taiwan and Hong Kong. These interviews have been conducted and the interview data will be transcribed and analysed. The final report of the project is expected to be completed in December 1997.

Discourse on Education Quality: A Comparative and Historical Study (Professor Tsang Wing-kwong)

This project examines the discourse on educational quality in Hong Kong from a comparative and historical perspective. In relation to the analysis, a paper entitled *The Latent Meaning of ECR 7: The Cult of Market Efficiency* has been published as an occasional paper of the HKIER. The development of the policy discourse on educational quality in the past decade in Hong Kong is critically examined in this paper.

Policy and Development of Hong Kong Primary Educational System: An Interpretative Study (Professor Tsang Wing-kwong)

This project has generated one conference paper entitled *From Exclusionary Elitism to Segregated Elitism: The Development of Universal Education in Hong Kong, 1967 to 1997*. It analyzes the nature and features of the educational policy development in Hong Kong since the 1967 riot. Its major argument is that the school system in Hong Kong has evolved from an exclusionary elitist system into a segregated elitist system. 

Forthcoming Conference

Restructuring the Knowledge Base of Education in Asia 亞洲教育知識基礎的再建構 (12-14 February 1998)

In face of the advent of the information age and globalizing economy, how could Asian countries develop their human resources, upgrade their labor force and, more fundamentally, enhance the capacities of their educational systems in order to meet the challenges?

This conference, which is organized by the Hong Kong Institute of Educational Research and the Faculty of Education, CUHK to celebrate the 25th anni-

versary of the *Education Journal*, aims to bring together scholars and practitioners from different countries, especially those from Asia, to share their ideas, findings and experiences on how to restructure the knowledge bases of the educational systems in the region. The conference will also serve as a forum to generate and disseminate valuable information and insights for practitioners and policy-makers in the region to restructure their educational systems for the 21st century.

For enquiries, please reach us at Tel: (852) 2609 6968
Fax: (852) 2603 6850 or E-mail: wylaw@cuhk.edu.hk

Conferences, Seminars and Public Lectures

The 14th Annual Conference of the Hong Kong Educational Research Association: Compulsory Education and Beyond

香港教育研究學會週年研討會：強迫教育的發展

The conference was held on November 15-16 at the university. The 140 papers, workshops, and symposiums addressed different aspects of compulsory education, from diverse perspectives such as curriculum development, teacher and principal development, school administration, and computer application in education. The two keynote speakers were Professor Min Weifang from Beijing University and Professor Francisco Ramirez from Stanford University. Professor Min reported on current issues and strategies for China in the country's attempt to further develop its compulsory basic education, while Professor Ramirez discussed the rationale for compulsory schooling in contemporary society. Professor Ruth Hayhoe, the guest of honour and president-elect, HKERA, provided a "civilization perspective" on compulsory education. Over 500 people participated in the conference.



第五屆中國教育國際會議：面向二十一世紀的中國教育研究議程中的重大問題

The Fifth International Conference on Chinese Education Towards the 21st Century: Key Issues on the Research Agenda



會議於八月十三日至十九日在香港中文大學崇基學院舉行。來自內地、香港以及海外的學者及教育工作者，就中國教育發展進行意見交流及全面探討。

自七十年代後期起，中國的經濟及社會都經歷了很大的變遷，亦帶來了教育在質與量的改變。今次會議的主題是時代變更中中國大陸及香港教育發展的重要問題，包括市場經濟影響下的高等教育、基礎教育改革、道德教育及課程改革、婦女教育、本港的語文教育與內地的雙語教育等。會議開幕典禮的主題演講嘉賓，為北京大學副校長閔維方教授及香港大學副校長程介明教授。

參加聯辦的單位包括香港中文大學教育學院、香港大學教育學院、香港浸會大學教育學系、香港教育學院、香港比較教育學會、港美學術交流中心及南京師範大學。

Seminars

Date	Topic(s)	Speaker(s)
30/5/97	香港中學效能：研究結果與政策意義	盧乃桂教授 曾榮光教授 香港中文大學教育行政與政策學系
31/5/97	在職中學教師進修課程研討會：華人社會的教育—行政與學制	何進博士 北京聯合國開發計劃署駐華代表處社會發展處 謝小芬博士 台灣國立清華大學通識教育中心 陳騰芳先生 新加坡南洋理工大學教育政策與管理學系
6/6/97	香港學校公民教育的考察	趙志毅博士 南京師範大學
7/6/97	在職中學教師進修課程研討會：華人社會的教育—課程與教學	黃顯華教授 香港中文大學課程與教學學系 李隆盛教授 國立台灣師範大學工業科技教育系
7/6/97	Gifted Education Training Seminar Series: Teaching Gifted Students	Prof. Wang Jen Dar Department of Special Education, National Taiwan Normal University
1/11/97	資訊科技與語文教育(資訊講座系列一)	葉賜添先生 香港電腦教育學會 陳垣之教授 香港中文大學心理學系 Ms Lai Chan Sau-hing, Jose English Language Teaching Unit, CUHK 黃寶財教授 香港中文大學訊息工程學系
14/11/97	資訊科技教育應用的現況、未來變化和困難 (資訊講座系列二)	陳德懷教授 台灣國立中央大學資訊工程學系
28/11/97	Current Research in Learning Disabilities: Implications for Practice in the Classroom	Dr. Mark Griffin Eagle Hill School, Greenwich, US

Workshop

Date	Topic(s)	Speaker(s)
23/5, 24/5 (1997)	Workshop on Multilevel Modelling for Educational Data Analysis	Prof. Jon Douglas Wilms Faculty of Education, University of New Brunswick, Canada

Public Lectures

Date	Topic(s)	Speaker(s)
28/10, 1/11, 8/11 (1997)	普通話講座：1. 民族共同語和標準音 2. 漢語拼音方案的理論說明；普通話水平測試 3. 普通話語音分析；朗讀和正音	王理嘉教授 北京大學中文系
21/11/97	高科技資訊年代的大學功能	閻維方教授 北京大學高等教育研究所

Forthcoming Seminars and Workshops

香港中小學中文科課程與教學研究及發展計劃 教師工作坊

日期：9/11, 6/12, 13/12

時間：上午九時至下午四時

地點：香港中文大學邵逸夫人樓及碧秋樓

(查詢電話：2609 6928)

資訊講座系列三及四

十一月廿九日

資訊科技教育政策

徐守滄校長 港九潮州公會馬松深中學

曾勵強先生 香港資訊科技界聯會

蔡曉芬女士 香港教育統籌局

十二月十三日

互動式學習與測量

張華華教授 香港中文大學教育心理學系

蕭寧波教授 香港中文大學教育心理學系

(查詢電話：2609 6904)

Development Projects

The HKIER has supported a new development project — the Accelerated Schools Project.

Accelerated Schools Project: Lessons from Hong Kong

The Accelerated Schools Project (ASP) is a major, well-acclaimed model of school restructuring advocated by Professor Henry Levin at Stanford University. Its success in the United States has been well documented in literature. It is the first time that such a model of school restructuring has been introduced in Hong Kong. The findings and experience generated from this project within a Chinese context will provide an important addition to the literature on school change and restructuring as well as salutary lessons for improving quality education in Hong Kong.

Objectives:

- (1) to help improve the educational quality of schools through the implementation of the Accelerated Schools model through School-University partnership;
- (2) to study the change process during the implementation of the Accelerated Schools Project in two primary schools and one secondary school; and
- (3) to understand the contextual factors that may hinder or help this implementation.


The research component of this project will address changes in the following focus areas:

- (a) implementation of the Accelerated Schools process;
- (b) teachers' decision-making and instructional strategies;
- (c) principals' leadership and school culture;
- (d) home-school cooperation; and
- (e) students' academic achievement, self concept, vocational identity and their perceptions of quality of school life.

Operation:

A combination of quantitative "pre-post" and "treatment-control" comparative design and qualitative case study methodology will be employed to study the effect of the Accelerated Schools process on school change and students' learning outcomes.

Three schools take part in the project. At the initial stage, baseline data concerning students' self concept, quality of school life and HKAT scores were collected and preliminarily analysed. Interviews with principals and teachers of the three ASP schools were conducted and reviewed. Briefing of initial findings to the staff of all three ASP schools was done.

Some "control" primary and secondary schools for comparing the longitudinal changes and outcomes have been identified and a questionnaire survey has been launched. Parallel with the research aspect, the team members will organise some school development activities for the "core" group members and the staff of the ASP schools, to facilitate changes and to realise the principles and procedures of the project, through workshop sessions and consultancy service. Support is also provided to the ASP schools through the participation of the full-time BEd students, on a voluntary basis, and external experts. 

The ASP Committee includes : Prof. John Lee (Principal Investigator), Prof. Allan Walker, Prof. Alvin Leung, Prof. Ho Sui-chu, Prof. Xiao Jin, Prof. Nicholas Pang, Mr. Paul Sze, Mr. Tang Yiu-nam and Mr Chiu Chi-shing (Project Co-ordinator).

Programmes for the Gifted & Talented 資優計劃

One hundred and two secondary school students gathered at CU campus for a week of fun and challenge from July 20 to 26 this summer. Nominated by their schools, these gifted and talented youngsters participated in the first summer gifted programme organized by the university.

Gifted and talented students often have special needs that are not typically addressed in regular classrooms. In view of the urgent need in providing adequate challenge and further enrichment for our local gifted students, the Faculty of Education of The Chinese University of Hong Kong has launched this Summer Gifted Programme, the first of its kind, on campus. Besides providing challenging and stimulating learning experiences to secondary school students, the one-week residential programme also aimed at fostering students' social development by providing an atmosphere conducive to intensive training with equally capable peers.

Apart from the selected courses that they attended each day, students also participated in several cooperative group games, such as "Smartvenger Hunt at CU", "Mission Possible", and "Talent Show", to flex their minds on innovative and creative ideas. One of the favourite activities of the programme was the small group "Night Chat & Share" session held every evening, where students were able to express themselves and their feelings freely. All in all, participants reported that they had found the programme very meaningful and beneficial.

Looking ahead, the Programmes for the Gifted and Talented of the Faculty of Education will continue to foster and promote the importance of providing adequate support for gifted students. In the

near future, plans are under way for the organization of more training workshops for gifted and talented students, their parents, and teachers who are interested in gifted education. A Saturday Gifted Programme for secondary school students is being planned for launching in the near future. Students will again be provided with opportunities on campus for research, exploratory investigations, and creative ideas on the subjects and disciplines that they are interested in during Saturdays. ☺



Summer Gifted Programme Committee includes: Programme Co-supervisors, Prof. David W. Chan and Prof. P. C. Cheung; Programme Coordinator, Ms. Patricia Yeung; Programme Secretary, Ms. Ellie Ng; and Members, Prof. Cheng Pui-wan, Prof. Hau Kit-tai, Prof. Ho Kwok-Keung, Prof. Ho Man-koon, Prof. Mak Se-Yuen, Mr. Paul Sze, Prof. Wong Ngai-ying, and Prof. Yip Din-yan.

親子齊學數學系列 (Arithmetic Video Package)

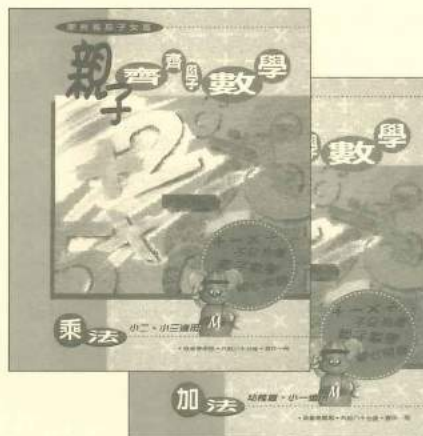
本系列由四套錄像帶組成，分別針對「加法」、「減法」、「乘法」、「除法」的學習概念和方法而設計。作者為劉應泉先生、黃家鳴先生、黃毅英教授、林智中教授、梁國忠先生、王玉堂先生及顏明仁先生，均為本港數學教育專家及資深教師，根據多年教學經驗設計而編成。

每套錄像帶有兩卷，分別是〈家長篇〉及〈子女篇〉。〈家長篇〉專供家長觀看，由數學教育專家解釋如何教導學童數學概念和培養數學能力，讓家長了解子女學習困難的原因，以及協助子女學習的方法。〈子女篇〉供家長和子女共同觀看，通過生活化的內容和活動，介紹有關的數學概念和運算方法。

特色

- 本錄像帶系列採用既生活化且靈活和親切的拍攝手法，深入淺出地介紹數學概念及其教授方法。
- 每套錄像帶均附上練習題，以鞏固學童所學習的概念。

(查詢電話：2609 6508/2609 6500)



Forthcoming Conference

'98 全球華人計算機教育應用大會

Global Chinese Conference on Computer in Education '98

「全球華人計算機教育應用大會」將於一九九八年六月十一日至六月十三日於香港中文大學舉行，是次會議目的為讓全球從事教育科學、認知科學、計算機科學及其他計算機在教育上應用的華人科學家提供一個相互交流的機會。

香港特別行政區政府著意於資訊科技教育的發展，未來將投入大量資源，以改善香港的資訊教育。各地學者的蒞臨，將對香港學術、教育界帶來思想上的衝擊。大會將邀請國際知名學者作專題演講，會上討論將以普通話為主要語言。論文徵集截止日期為一九九七年十二月三十一日。所交論文將由各地學者審核，論文接受後將收入大會出版的論文集。如有任何意見或問題，歡迎與大會籌備委員會主席李芳樂教授聯絡。

電話：(852) 2609 6977

傳真：(852) 2603 6129

電子郵件：flee@cuhk.edu.hk

國際聯網：<http://www.fed.cuhk.edu.hk/~flee/GCCCE98>

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E-mail: hkier@cuhk.edu.hk

Web site: <http://www.fed.cuhk.edu.hk/~hkier>

Tel: (852) 2609 6999 Fax: (852) 2603 6850

Editor: Chun Ka-wai, Cecilia

Assistant Editor: Leung Nim-ming, Carmen

Publication Assistant: Lo Wing-ye, Mona

