



# Newsletter



Notes and  
Innovations  
**Research**

**T**he Hong Kong Institute of Educational Research has been commissioned by the Education Department to run the Refresher Training Course for Serving Secondary School Teachers (Graduate) for the year 1999-2000. The design of the programme curriculum is informed by a series of research which aims at identifying needs and expectations of programme participants. This provides a good example to illustrate how curriculum design can be informed by research. A brief summary of the research is outlined below.

### Review of the Refresher Training Course for Serving Secondary School Teachers

In 1992, the HKIER was first commissioned by the Education Department to run refresher training programmes for secondary school teachers (RTC). The programme is designed for experienced teachers who have received initial training. In order to establish if the programme could meet the needs of these teachers and to bring the programme up-to-date with the recent development and innovations taking place in Hong Kong and in other regions, it was deemed necessary to conduct an in-depth study to gauge the needs of teachers and their expectations of such programmes. In 1996, the HKIER set up a workgroup to review the programme curriculum. The objective

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of this study was to generate data to put forward some well-grounded recommendations for the enhancement of the RTC.

### Subjects

Three groups of subjects took part in the study. They came from 193 schools. They were

- Group I - 192 school principals who had nominated their teachers to attend the RTC before.
- Group II - 193 former participants of the RTC
- Group III - 193 participants of the then RTC (1996)

## Methods

### Focus Group Discussion

Three focus group sessions were conducted, one for each of the three groups of subjects. The objectives were to obtain detailed feedback and to identify possible themes and variables for further investigation in a needs assessment survey.

### Questionnaire Survey

The survey aimed at identifying, from the viewpoints of principals and teachers, what the RTC should achieve in meeting their present and future needs. The questionnaire was developed based on the outcomes of the literature review and the focus group discussions. The questionnaire addressed several areas considered important including course structure and curriculum, mode of operation, and linkage with higher degree programmes. 18 content areas to be offered in the RTC were identified. Respondents indicated their perceived importance of these areas using a seven point scale. In addition, respondents ranked three most important and three least important content areas. Respondents also reported their preference for time schedules, acceptance of possibility to link the RTC with higher degree programmes and other suggestions.

## Results

1. Table 1 reports the most important content areas as judged by the three groups of subjects.

2. A principal components factor analysis indicated a five-factor solution. A five-dimension model was created. The five dimensions were labeled *Advances in Curriculum Studies and Teaching Methods*, *Student Counselling and Management Skills*, *Leadership in School*, *Policy and Issues in Education*, and *Theory and Research in Education*. The first three dimensions: *Curriculum Studies and Teaching Methods*, *Student Counselling and Management Skills*, and *Leadership in School* received relatively higher ratings across the three groups of respondents indicating greater perceived training needs in those three areas (Table 2).

## Recommendations

Recommendations on the design and operation of the RTC were made based on the findings of the study.

1. More instructional hours should be allocated to advances in curriculum studies and teaching methods, student counselling and management, and leadership skills training. Basic understanding of current educational theory, research, and policy should also be included but with less emphasis.
2. More flexibility should be given to participants to allow them to choose courses in accordance with their needs. More flexible teaching styles incorporating different class formats to allow participant interactions is also recommended.
3. No definite mode of operation could be derived from the findings of this survey. Course providers may have to consider other factors such as source of funding, manpower, availability of classroom sites, teaching schedule and teaching load of participants, etc. to come up with an appropriate mode of operation.
4. The suggestion for linking the RTC with higher degree programmes can be put as a long term goal for future development and that more investigations should be carried out to examine the feasibility of this proposal.



Item	Group		
	Principals	Teachers Former Participants	Teachers Current Participants
1. Abilities and Skills in School Administration	39	47	40
2. Concepts and Theories in School Management	16	24	23
3. Advances in Pedagogical Theories	28	20	23
4. Recent Research in Hong Kong Education	7	10	18
5. Coordination with, and Supervision of Colleagues	31	15	14
6. Promotion of Enthusiastic Work Attitude among Colleagues	56	48	29
7. Development of Team Spirit among Colleagues	83	48	30
8. Counselling and Communication Skills with Students	60	44	52
9. Communication Skills with Parents	16	10	18
10. Analysis of Current Education Policy in Hong Kong	7	31	21
11. Management of Problems in the Classroom	85	60	74
12. Encouragement of Communication and Decision Participation among Colleagues	26	14	10
13. Assessment of Colleagues' Performance	11	4	2
14. Advances in Subject Teaching Methods	62	66	98
15. Advances in Subject Curriculum Design	36	58	69
16. Analysis of Causes of Current Educational Problems	4	24	16
17. Analysis of Policy and Resolution of Current Educational Problems	8	44	29
18. Analysis of Educational Development and Experience of Other Countries	0	7	4

*Table 1  
Frequency  
Counts of  
Most  
Important  
Topics*

*Note:  
The frequency  
counts are the  
sum of 1st, 2nd,  
and 3rd most  
important  
ratings received  
by each item.*

	Principals	Teachers Former Participants	Teachers Current Participants	Average Across 3 Groups
Subject Curriculum and Methods	5.93	5.84	5.97	5.91
Student Counselling and Management	5.87	5.47	5.55	5.63
Leadership in School	5.70	5.34	5.15	5.40
Educational Theory and Research	5.38	5.44	5.24	5.35
Educational Policy and Issues	5.01	5.26	5.05	5.11

*Table 2  
Mean  
Ratings of  
the Five  
Content  
Areas*

In light of these results, the curriculum of the 1999-2000 Refresher Training Course consists of five major components:

- Advances in Curriculum Studies and Teaching Methods
- Student Counselling/Guidance/Discipline in Schools
- Management of a Department
- Issues in Hong Kong School Education I : Education Policies and Issues
- Issues in Hong Kong School Education II: Recent Research Areas

The first three components take up more contact hours.



**Research Programme on Educational Administration, Leadership, and Change**

Research Programmes

*Programme Co-ordinator:*  
*Professor Allan Walker*  
*Initial Funding: HK\$256,000*

This ongoing research programme was instigated through the Hong Kong Institute of Educational Research in September 1993 with the specific aim of developing high quality research on educational administration, leadership and change in Hong Kong and the Asia-Pacific region. The project aims to support cutting edge research which responds to the shift to school-based management, the search for effective schools and leadership, the demand for quality in education and the current emphasis on development planning and strategic management in schools. The programme houses a number of projects which individually and collectively aim:

1. to develop high quality research in the areas of educational administration, educational leadership, and educational change in Hong Kong and the Asia-Pacific region;
2. to inform educational policy formulation and its implementation in schools;
3. to encourage academic exchange and collaborative research projects which lead to better quality schools and continuous school improvement; and
4. to provide a research base to guide the development of training programmes in educational administration, leadership and change.

The following provides a listing of both current and ongoing projects.

**Completed Research Projects**

The following projects have been completed. Findings and implications have been published in various forums.

- Transformational Leadership Behaviour of Principals in Effective Secular & Religious Schools (Professor Benjamin Y. Chan)
- Teacher Participation in Decision-making & School Climate (Professor Benjamin Y. Chan)
- School-based Management: Research & Development (A Pilot Study) (Professor Cheng Yin-cheong)
- A Comparison of the Effects of Different Kinds of Timetables on Secondary Schools in Hong Kong (Dr. Ho Kwok-keung)
- Student Behavioural Problems in Junior Secondary Schools in Hong Kong (Dr. Ho Kwok-keung)
- Professional Development: Beliefs, Practices, & School Improvement (Professor Allan Walker)


**Ongoing Research Projects**

The following research projects are currently operating. The projects explicitly target areas of current relevance in Hong Kong schools. Further details of these projects can be obtained from the HKIER or individual researchers.

- Accelerated Schools Project (Professor Lee Chi-kin, 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)
- Development of a Cross-Cultural Framework and Accompanying Instrumentation for Comparative Analysis in Educational Administration (Prof. Allan Walker, Prof. Clive Dimmock, and Prof. Pang Sun-keung )
- Expanding Understandings of School Leadership: Exploration through Developing a Cultural Lens (Professor Allan Walker and Prof. Clive Dimmock)

- Organisational Values & Cultures of Government Schools in Hong Kong (Professor Pang Sun-keung)
- School Self-Evaluation and Performance Indicators (Professor Pang Sun-keung)

### Additional Support

All projects supported by the research programme have acquired additional funding. Sources of funding are listed below. Further information is available from HKIER. 

Project	Source of Funding
Development of a Cross-cultural Framework and Accompanying Instrumentation for a Comparative Analysis in Educational Administration	UGC Earmarked Grants
Hong Kong Accelerated Schools Project which targets the pre-school sector will be developed <sup>1</sup>	Quality Education Fund
Organisational Values and Cultures in Hong Kong Primary Schools	CUHK Direct Grant
Organisational Values and Cultures of Schools in Shanghai	CUHK Direct Grant
School Self-Evaluation and Performance Indicators	Department of Educational Administration & Policy, CUHK
The Development of a Cross-cultural Framework and Accompanying Instrumentation for the Comparative Analysis of School-level Organisation & Administration	CUHK Direct Grant

*Note: 1. This project is based at the Centre for University & School Partnership, CUHK.*

### 二十一世紀校外教育的定位與發展研討會

二十一世紀校外教育的定位與發展研討會雖受到颱風的影響，會期順延至六月八日至九日舉行，但承蒙各界的鼎力支持及參與，仍取得了豐碩的成果。

舉辦這次研討會的設想，乃由香港宋慶齡少年宮的理事會提出，通過各合辦單位的衷誠協作，籌委會得以順利作出各項安排。在徵文期間，內地和香港的校外教育工作者反應熱烈，讓大家能有機會分享他們的高見。

本研討會的主題演講嘉賓有四位，他們是香港中文大學香港教育研究所所長盧乃桂教授、香港社會服務聯會兒童及青年部部門主席胡潔英女士、中國教育國際交流協會顧問呂型偉教授及中國少年先鋒隊工作學會副會長陸士楨教授。

是次研討會的課題反映了校外教育的重要關注點——理論建設、社會和教育功能、組織與管理、教師及教學、效益評估等。會議中所宣讀的論文在一定程度上也能就以上各方面探討校外教育的發展取向。內地的論文多聚焦於少年宮的各類活動，而香港的論文則以社區的校外教育活動為討論對象。



Conferences Seminars and Public Lectures

教育統籌局局長王永平  
先生於開幕禮致辭



【香港教育政策研討】論壇

教統會《教育改革建議》的盲點：  
香港教育改革的另類建議

是次論壇邀請了香港中文大學教育學院曾榮光教授、黃顯華教授、侯傑泰教授及李子建教授擔任講者，他們分別從學制結構現況、課程發展與學習情境、考試制度與功能及補償與輔導教育四方面檢討教統會《教育改革建議》中未受關注的改革課題，並提出一些未有提及的改革建議。

論壇於十月三十日舉行，有一百八十多人出席了是次論壇，使得討論的氣氛十分熱烈。有不少參加者就教育改革各方面發表了不同的意見及提問，並分享了他們的教學經驗及在教學上遇到的困難。



Forthcoming Conferences

一九九九國際語文教育研討會

International Language in Education Conference (ILEC'99)

一九九九國際語文教育研討會將於十二月十七至十九日在香港中文大學舉行，主題為「語文、課程及評核：研究、實踐與規劃」。今年多位著名學者將應邀出任主講嘉賓。中文組主講嘉賓包括周策縱教授(美國)、張洪年教授(香港)和梁榮基教授(新加坡)；英文組則有 Charles Alderson 教授(英國)、John L. Clark 博士(香港)、David J. Mendelsohn 教授(加拿大)、徐碧美教授(香港)任主講嘉賓。

徵求論文的程序已圓滿結束，屆時數百名來自海外、中國內地和香港等學者及教育工作者，將透過論文宣讀、實踐報告及工作坊等活動，結合他們的理論與實踐，探討實際課堂教學問題、交流教學經驗、發表教學意見及分享研究成果。

這是一個讓從事語文教研工作的人士，包括專家學人、課程設計者、教師及教師培訓人員切磋交流的好機會。

The International Language in Education Conference ( ILEC) will take place this year at The Chinese University of Hong Kong during 17-19 December 1999 with the theme: "Language, Curriculum and Assessment: Research, Practice and Management". A number of renowned scholars will give plenary presentations: Prof. Chow Tse-tsung (US), Prof. Cheung Hung-nin (HK), Prof. Leong Weng-kee (Singapore) in Chinese and Prof. Charles Alderson (UK), Dr. John L. Clark (HK), Prof. David J. Mendelsohn (Canada) and Prof. Amy B.M. Tsui (HK) in English.

Final phase of Call for Papers had been completed. Hundreds of overseas and local scholars and educators will attend the conference which will place special emphasis on the needs and interests of classroom teachers. Practical classroom issues will be addressed in presentations or workshop sessions.

It is a golden chance for researchers, scholars, curriculum planners, teachers and teacher educators to exchange views on language education issues.

Date 日期	Topic(s) 題目	Speaker(s) 講者
15/5/99	School Self-Evaluation in New South Wales: Fact or Fiction?	Mr. Terry Palmer Director, School Self-Evaluation & Improvement, NSW Dept. of Education & Training Dr. Max Smith Principal Policy Analyst-Outcomes Information, NSW Dept. of Education & Training
19-24/5/99	School Leadership in Hong Kong: A Profile for a New Century	Prof. Paul T. Begley Associate Professor, Ontario Institute of Studies in Education, University of Toronto
18/9/99	「還看這一代……」(教育工作者個人成長講座系列一)	林孟平教授 香港中文大學教育心理學系教授 梁湘明教授 香港中文大學教育心理學系副教授 劉兆瑛教授 香港中文大學教育心理學系副教授 李志誠老師 教恩書院輔導主任
14/10/99	The Implications of Models of Learning and Teaching with the School Improvements	Prof. Bruce Joyce Professor and Director, Elementary Teacher Education, University of Chicago; Teacher's College, Columbia University

Co-organized seminars/ lectures/ workshops  
合辦之研討會/講座/工作坊

請循下列途徑索取詳情或與研討會秘書處聯絡：

**For further information, please contact the ILEC'99 Secretariat via:**

電話 Tel. : (中文組 Chinese Section)  
(852) 2609 6962  
(英文組 English Section)  
(852) 2609 6928

電子郵件 Email : (中文組 Chinese Section)  
b300903@mailsev.cuhk.edu.hk  
(英文組 English Section)  
pchan@cuhk.edu.hk

傳真 Fax : (852) 2603 6850

網址 Website :

<http://www.fed.cuhk.edu.hk/~hkier/seminar/s991216/index.htm>

郵寄 Mail : 香港新界沙田香港中文大學香港教育研究所轉  
ILEC'99 秘書處收  
The Secretariat, ILEC'99  
c/o the Hong Kong Institute of Educational  
Research, The Chinese University of Hong Kong  
Shatin, N. T., Hong Kong.

### **International Conference on Values Education and Citizenship Education in the New Century**

新世紀的價值教育及公民教育國際學術會議

Date : 9-11 June 2000

Venue : Faculty of Education, The Chinese University of  
Hong Kong

Organizers :

Hong Kong Institute of Educational Research,  
The Chinese University of Hong Kong  
Department of Educational Administration and Policy,  
The Chinese University of Hong Kong

The aim of this conference on "Values Education and Citizenship Education in the New Century" is to provide a forum for international dialogue on issues on values, values education, and citizenship education. It is the third such gathering to be held at The Chinese University of Hong Kong. The theme and sub-themes of this gathering have been expanded from an exploration on the theory and practice of moral education (first Conference in 1988) to a more encompassing discourse on values and citizenship education (third Conference in 2000).

Enquiries :

Tel : (852) 2609 6963

Fax : (852) 2603 6850

Email : pchan@cuhk.edu.hk

Website :

<http://www.fed.cuhk.edu.hk/~hkier/seminar/s000609.htm>

### **基礎教育研討會**

#### **Conference on Basic Education**

主題：基礎教育的教育改革

日期：2000年5月1日

地點：香港中文大學教育學院

主辦機構：香港中文大學香港教育研究所  
香港中文大學教育學院  
香港初等教育研究學會

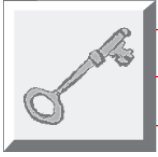
查詢電話：(852) 2609 6963

傳真：(852) 2603 6850

電子郵件：pchan@cuhk.edu.hk

大會網址：

<http://www.fed.cuhk.edu.hk/~hkier/seminars000501.htm>



## The Study on the Effectiveness of Public-Sector Secondary Schools (Phase II)

### Consultancy Services


The Centre for University & School Partnership of the Faculty of Education and the Hong Kong Institute of Educational Research have been commissioned by the Education Department to conduct a research entitled “The Study on the Effectiveness of Public-Sector Secondary Schools (Phase II)”.

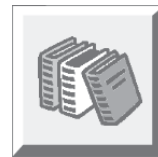
The research aims at identifying the characteristics of effectiveness of secondary schools and examining critically the processes leading to the acquisition of the characteristics of effectiveness of the secondary schools. The research team is led by four principal investigators: Professor Lee Chi-kin John, Professor Chung Yue-ping, Professor Lo Nai-kwai Leslie, and Professor Wong Hin-wah. An in-depth data collection and analysis of six case-study schools will be conducted.

## Medium of Instruction (MOI) Research Study

In order to assess the effects and consequences of the implementation of the policy on Medium of Instruction, the Education Department has recently commissioned the Hong Kong Institute of Educational Research to undertake a research study on this issue.

This Research Study is supported by a government fund of around five million HK dollars. It will be conducted over a period of three years with a research sample of 100 secondary schools. During the period of study, endeavors will be made to evaluate and compare two cohorts of students

educated in schools adopting either Chinese or English as the medium of instruction. For academic performances, the study will include measures of students’ language abilities of both Chinese and English, and achievement in other non-language subjects. As for personal development, it will include measures of students’ socio-psychological development. Principals and teachers will be invited to participate in a questionnaire survey once a year. Hence this study will not only provide a multi-dimensional and multi-level assessment on the effects of the MOI policy, but also provide a thorough understanding of the effects of the MOI policy measure on students, teachers and school administration. 



## 「教育政策研討系列」之二十至二十七現已出版：

### Publications

- No.20 《學校改革與廿一世紀香港特區教育》李子建 (43頁, HK\$15)
- No.21 《資優學生的教育及才能發展：資優教育對香港教育改革的啓示》陳維鄂 (20頁, HK\$15)
- No.22 《香港學校管理改革：回顧與展望》彭新強 (40頁, HK\$15)
- No.23 《香港職業技術教育的發展路向探索》黎萬紅、鍾宇平、孔繁盛 (33頁, HK\$15)
- No.24 《論價值教育與香港教育改革——一個基於哲學與文化的反省》劉國強 (30頁, HK\$15)
- No.25 《香港課程發展的知識基礎：理論、參與和專業》黃顯華 (35頁, HK\$15)
- No.26 《教育改革的核心問題：學習的性質——從主流小學到國際小學》連文嘗、黃顯華 (99頁, HK\$25)
- No.27 《香港學校教育私營化：教育券方案》孔繁盛 (46頁, HK\$15)

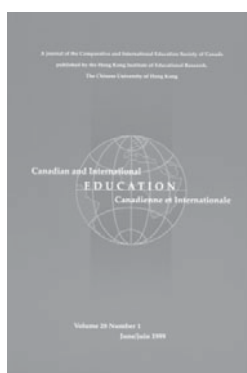


## New Publications

**Education Journal**

Vol. 26 No. 2 (Winter 1998) & Vol. 27 No.1 (Summer 1999)

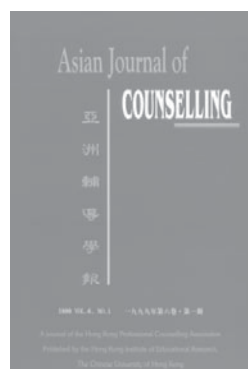
To celebrate the 25th anniversary of Education Journal, a Conference on Restructuring the Knowledge Base of Education in Asia was organized by the HKIER and the Faculty of Education, CUHK on 12-14 February 1998. Papers presented at the conference were collected in this combined issue of the Journal. It is hoped that the essays will bring insights to practitioners and policy-makers of the region in developing their human resources and enhancing the capacities of their educational systems to meet the challenge of the 21st century.

**Canadian and International Education**

Vol. 28 No.1 (June 1999)

**Educational Research Journal**

Vol. 13 No.2 (Winter 1998)

**Asian Journal of Counselling**

Vol. 6 No. 1 (1999)



每年，由教育署和香港中文大學合辦的輔導證書課程，報讀的人數都遠超出課程的學額，顯示了輔導訓練的需求越來越大。有見及此，香港中文大學教育學院與香港教育研究所於今個學年首次聯合舉辦「學生輔導證書課程」、「學生事業輔導證書課程」及「學校訓導及課室管理證書課程」。以上課程均為兩年兼讀形式，學員亦可視乎自己的學習進度，選擇於一年或兩年內完成課程。培訓課程的設計除教導概念與知識、方法與技巧的層面外，更注重專業角色與個人的成長。

### 學生輔導證書課程

本課程適合所有中、小學教師、社會工作者、人力資源管理人員和其他對輔導有興趣的人士參加。一個成功的輔導工作者，不但要理解輔導學的主要理論，能掌握輔導技巧，還要重視自身的不斷成長。因此，本課程採用發展性的教學法，透過導師的指導，學員間經驗的分享及自我反省，加強學員對人際關係的體驗和了解，從而使學員更能掌握輔導的具體技巧，增強處理個案能力。並且，課程將著重如何有效地在香港這獨特的環境中進行輔導工作。

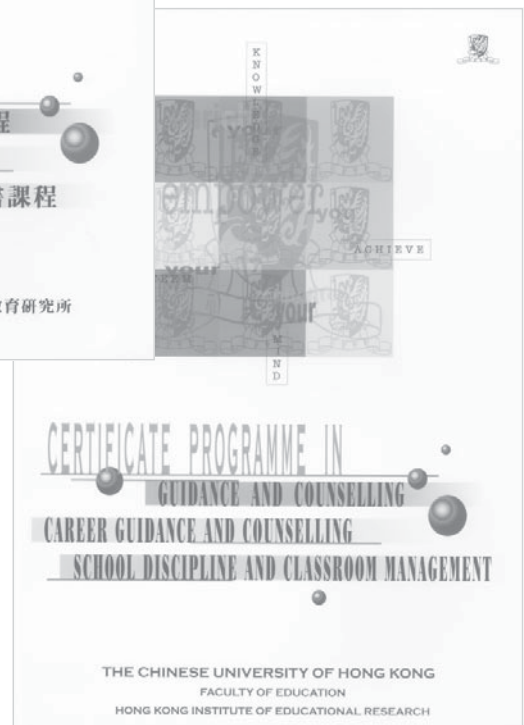
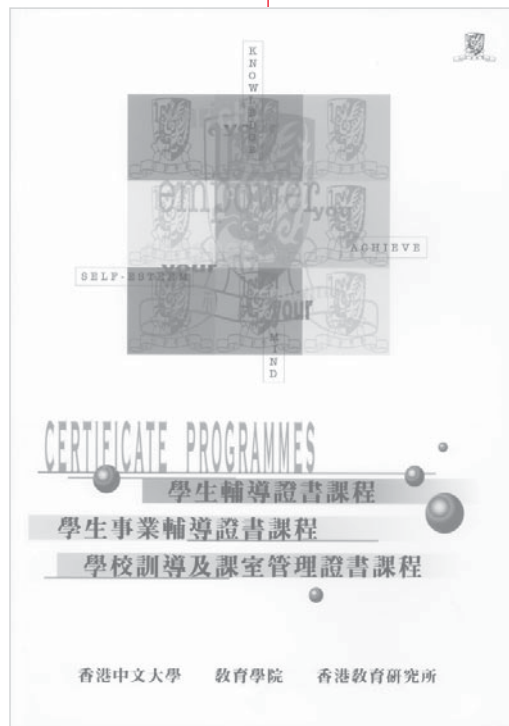
### 學生事業輔導證書課程

課程的設計旨在配合學員在事業輔導工作上的需要，提供高質素的培訓；適合所有在職老師、學校社工和對事業輔導有興趣的青少年工作者參加。課程將以一系

列連貫的單元，增加學員對有關測量工具的認識，和提高他們運用這些工具為學生進行事業輔導的能力。學員更可在其中的一個工作坊單元，嘗試應用和實踐在課程中所學到的理論和技巧。本課程將特別強調如何在香港的教學環境中應用和實踐有關的理論和知識。

### 學校訓導及課室管理證書課程

本課程旨在為現職中、小學教師和訓導組老師，提供高質素的學校訓導和課室管理的培訓。老師的角色隨著時代而改變，訓導工作不再只是訓導組老師的責任，而管理技巧亦不只是商業社會所需的一種技能。要使教與學能達至最佳的效果，老師須學會如何管理課室裏不同的學生。紀律始於自我管理情緒，因此，課程的重點之一著眼於學員的個人成長。學員透過理論課，學習有關理論的特點，並加以應用於課室及其他學習環境之中。課程亦為學員介紹處理行為問題的知識和技巧，再輔以課室和學校紀律的真實個案，讓學員作出分析和自我檢視，加強他們在這方面的警覺性和讓他們能更有效地運用有關的技巧。



## 普通話教育研究及發展中心

中心是校內的推廣普通話單位之一。推普工作朝著「培訓、測試、診斷」一條龍的方向發展，提供多元化服務。今年暑期的教育專業普通話證書課程及高級證書課程的學員近 300 人，為歷年之冠，反映出中、小學教師積極進修的態度。單元課程「普通話語言與文化」、「現代漢語語音學」、「普通話專題研究」等為新辦課程，課程內容的深度與廣度，都能適應學員的學習和教學的需要，學員的評價甚高。中心將於 2000 年開辦普通話教育深造課程，以配合本港普通話教育的需要。



普通話教研中心舉辦「用普通話教中文研討會」

中心邀請了王理嘉教授(北京大學中文系)、張銳教授及朱家瑛教授(北京師範大學中文系)為訪問教授。交流訪問期間，三位教授由 7 月 24 日至 8 月 28 日，一連六個周末上午主持「名家名師談普通話教與學系列講座之二」，參加者眾，研討氣氛熱烈。與會者表示，聽了三位教授的講座後，深受啟發，希望中心能續辦這些高水平的專題講座。



北大中文系  
王理嘉教授主持講座

第三屆普通話水平測試，報名人數 201 人，應考人數 194 人。當中有 20 人(10.30%)考獲一級水平(一甲 1 人)，84 人(43.29%)考獲二級水平，86 人(44.32%)考獲三級水平，只有 4 人(2.06%)不入級。整體成績較前次為佳。

1999 年 10 月 30 日，中心舉辦「用普通話教中文座談會」，與會者眾，反應熱烈。與會的中小學校長、教師收到「用普通話教中文試驗計劃」意願調查。這計劃為期三年，包括師資培訓、教學顧問支援、課程調適、學習資源供應等。不少校長和科主任查詢這項試驗計劃的詳情，反映出用普通話教中文已引起廣泛討論和關注。

### 資優計劃

### 良師計劃

為資優青少年提供富挑戰性的學習環境，發展資優學生的天賦潛能，一直是「資優計劃」的宗旨。為了進一步照顧資優學生的學習需要，「資優計劃」於今年六月開辦了一個名為「良師計劃」的新課程，由大學教授或經驗導師對在某方面具有超卓才能的學生提供個別指導，希望透過良師輔導的形式，能擴闊資優青少年的學習視野，提升學習質素。

由六月至現在，「資優計劃」已收到不少申請，而且已跟數學、英文與生物科的良好研究計劃進行的細節，並開始與部分申請人聯絡，安排他們約見良師。「良師計劃」的截止報名日期現已延至一九九九年十二月三十一日，如有查詢，歡迎致電「資優計劃」辦事處。(電話: 2603 7444)



暑期資優課程'99

今年的「暑期資優課程'99」於七月十八日至二十四日在香港中文大學舉行，共有八十八位本港中一及中二的資優同學參加。「資優計劃」繼去年邀請了十位上海的資優同學來港參加暑期課程收到很好的效果後，今年邀請了北京重點中學北京市第八中學的十位資優學生，以及兩位隨行導師來港參加課程，令參加「暑期資優課程'99」的學生人數幾近一百。



「暑期資優課程'99」學員展示勝利的手勢

「暑期資優課程'99」開幕禮於七月十八日舉行，一連七日的住宿課程隨即開始。今年的課程共有八個科目和九個工作坊供學員選修，如人工智能、心理學、小說創作、生物化學、建築設計、影視製作、舞蹈、戲劇等等。在七天緊密的課程裏，學員日間須上課，下午參加集體活動，而晚上則與組長及組員分享經驗及感受。經過七天共同生活，學員與組長在七月二十四日的結業禮上都顯得依依不捨！

週末資優課程'99

新一期的「週末資優課程'99」已經開課！今期的課程共有六個科目，其中「探古究今新旅程」、「專家系統的開發」，以及「與心共舞」三科，已於本月正式上課。而其餘三科「心理遊蹤」、「視聽製作淺說」以及「逆境奮進領袖訓練」則會於二零零零年一月及二月開課。



學生領袖向嘉賓講述在「創意領袖培訓計劃 98-99」期間的經驗和感受

創意領袖培訓計劃 98-99

十間參加計劃中學的六十位學生領袖在本年三月至八月期間，在所屬學校內分別舉辦了二十多項校本學生活動，為超過一千名同學在領導才能、溝通技巧、創造力、朋輩互助等方面帶來新的刺激和學習。除學生領袖舉辦的校本活動外，「資優計劃」亦邀請本地及外地學者，為十間學校的老師舉辦了四次教師研討會。為表揚學生領袖的突出表現，以及老師的熱烈參與及協助，「資優計劃」在十月十六日下午於香港中文大學教育學院舉行了「創意領袖培訓計劃 98-99」結業禮。



學生領袖站在自己製作的展板前合照

學生領袖於結業禮向來賓介紹他們在校內舉辦的活動，並分享在這次培訓計劃中的經驗和感受。典禮完畢後還有小型的展覽會，展出學生領袖的作品，包括計劃報告書、展板、電腦簡報和錄影帶等等。

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