

IER Newsletter



香港教育研究所

Hong Kong Institute of Educational Research

The Chinese University of Hong Kong

In This Issue

- 1 Research Notes and Innovations
- 3 Research Programmes
- 4 Conferences, Seminars and Public Lectures
- 6 Programmes for Professional Development
- 7 Research and Development Centres
- 10 Publications
- 11 Development Projects

Research Notes and Innovations

從 PISA 2003 看香港教育成效

「學生能力國際評估計劃」(Programme for International Student Assessment, 下稱PISA)是由經濟合作與發展組織(Organisation for Economic Co-operation and Development, 下稱OECD)發起的一項國際性研究,旨在了解十五歲學童的基礎能力和影響他們學習的因素,並評估及比較各參與國家及地區的教育成效。測試的內容由PISA參與地的學者共同協作制定,而香港則於2002年參加了第一期評估計劃(簡稱PISA+)。第二期PISA 2003的正式測試已於2003年5月至7月期間完成,研究小組以隨機抽樣方式邀請了就讀於145所中學的4,478名十五歲學生進行測試,以評估他們在日常生活中應用數學、科學、閱讀和解難知識的能力,其中數學能力為是次評估的重點範疇。

PISA 2003的研究結果已於2004年12月7日正式公佈,作為審視香港學校教育成效的重要指標之一,以下的分析集中從香港學生於四個評估範疇的表現來顯示香港的教育質素和教育均等,並嘗試指出家長參與和資源投入,以及學校氣氛與學生表現的關係。

研究結果要點

香港學校的教育質素

以教育質素而言,表一顯示香港在四個評估範疇都能位列前十名,而每個範疇的表現均高於OECD的平均值,反映香港學生表現出色。在41個參與地之中,香港學生在數學能力取得550分,再次名列首位,但與其後的芬蘭、韓國、荷蘭、列支登士頓及日本無顯著差距。在科學能力方面,香港位列第三,得分539,排在芬蘭及日本之

表一：首十名參與國家/地區在數學、科學、閱讀及解難能力的表現

數學能力			科學能力			閱讀能力			解難能力		
國家/地區	平均值	標準誤差	國家/地區	平均值	標準誤差	國家/地區	平均值	標準誤差	國家/地區	平均值	標準誤差
香港	550	4.5	芬蘭	548	1.9	芬蘭	543	1.6	韓國	550	3.1
芬蘭	544	1.9	日本	548	4.1	韓國	534	3.1	香港	548	4.2
韓國	542	3.2	香港	539	4.3	加拿大	528	1.7	芬蘭	548	1.9
荷蘭	538	3.1	韓國	538	3.5	澳洲	525	2.1	日本	547	4.1
列支登士頓	536	4.1	列支登士頓	525	4.3	列支登士頓	525	3.6	新西蘭	533	2.2
日本	534	4.0	澳洲	525	2.1	新西蘭	522	2.5	澳門	532	2.5
加拿大	532	1.8	澳門	525	3.0	愛爾蘭	515	2.6	澳洲	530	2.0
比利時	529	2.3	荷蘭	524	3.1	瑞典	514	2.4	列支登士頓	529	3.9
澳門	527	2.9	捷克	523	3.4	荷蘭	513	2.9	加拿大	529	1.7
瑞士	527	3.4	新西蘭	521	2.4	香港	510	3.7	比利時	525	2.2
OECD	500	0.6	OECD	503	0.7	OECD	494	0.6	OECD	500	0.6

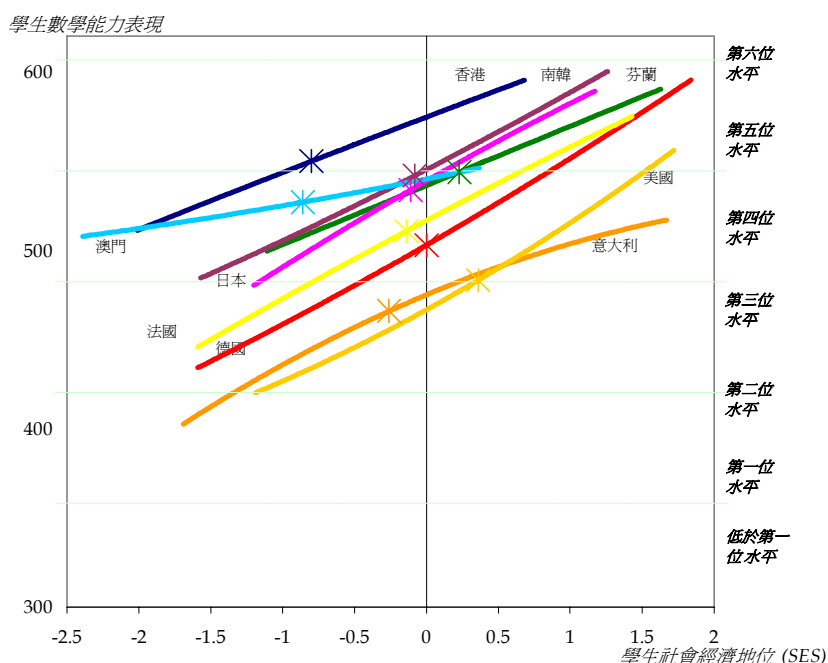
後，但三者無顯著差距。在閱讀能力方面，香港的排名由第一期的第六位降至第十位，得分510，明顯低於芬蘭、韓國、加拿大及澳洲等地。而香港學生在是次評估計劃新增的解難能力方面得到548分，為第二高得分，使香港與韓國、芬蘭、日本、新西蘭及澳門等地同列最佳成績；這個範疇是測試學生在不同日常生活情境中實際解決難題的基礎能力。

香港學校的教育均等

PISA 以社會經濟地位 (Socio-Economic Status, 下稱 SES) 的差距來衡量教育均等，圖一除了顯示香港學生的成績優異之外，香港的教育成效亦相對地均等。SES 與學生表現的關係可以「社經坡度」來表示【按：社經坡度顯示學生表現的差異有多大程度上歸因於 SES。坡度愈大，表示 SES 與學生表現的關係愈大；坡度愈小，則表示 SES 與學生表現的關係愈小，亦即較少不平等的情況出現】，而圖一說明了：(1) 整體而言，香港的「社經坡度」較小，顯示來自不同的社會經濟及文化背景的學生都表現均等；(2) 與許多相似 SES 的參與地比較，香港學生的得分較高；(3) 香港基礎教育的均等成果，顯示了香港的教育系統能有效地協助弱勢 SES 的學生。

教育均等的程度也可以衡量學校之間的成績差距來作指標，表二顯示部分參與地的校間差距指數。研究結果顯示香港在數學、科學及閱讀能力方面的校間差距指數分別為 46.6%、45.4%

圖一：學生社會經濟地位與數學能力表現的關係



及 42.2%，遠較 OECD 平均值的 32.7%、29.9% 及 31.4% 為高，亦與芬蘭、加拿大、新西蘭、澳門、澳洲、美國及韓國等國家或地區有一定的距離。這個結果提醒我們，若以校間的成績差距來衡量教育均等的話，香港只達一般水平，反映校間有明顯的成績等級分隔現象。

家長參與和資源投入

是次研究發現家長參與對學生的表現起著正面的作用，父母多與子女進行「文化」及「社會性」的溝通，例如與子女談論時事、電影、書刊或學校生活，甚至只要回家共進晚餐及閒話家常，均對學生的成績有顯著的幫助。此外，當家長投放較多文化資源（例如文學經典、詩

表二：PISA 2003 部分參與國家/地區的校間差距指數

國家/地區	校間差距指數(%)		
	數學	科學	閱讀
芬蘭	4.8	4.3	3.9
加拿大	17.3	15.7	15.9
新西蘭	18.1	17.5	17.0
澳門	18.5	16.9	23.2
澳洲	21.1	19.9	21.2
美國	25.7	22.1	24.2
韓國	42.0	38.1	36.1
法國	45.9	47.5	45.5
香港	46.6	45.4	42.2
德國	51.7	50.4	52.1
意大利	52.2	48.0	48.8
日本	53.0	46.0	44.3
OECD 平均值	32.7	29.9	31.4

註：解難方面並無有關數據

集、藝術品)、教育資源(例如字典、計算機、寧靜的溫習環境)及電腦資源(例如教育軟件、互聯網)在子女身上時,他們的表現亦會較其他學生為佳。

學校氣氛

是次研究亦發現學校氣氛與學生的表現有很大的關係,其中以學生的歸屬感、課堂的紀律、學生的士氣及行為最為重要。成績優異的學校,學生重視學習和享受學校生活,無論校方及學生均表示有較少的行為問題出現;同時,學生的歸屬感較強,校內的課堂紀律較良好,亦使學生更肯定學校的教導能給予他們信心,並能裝備他們面對將來的生活。由此可見,改善整體的學校氣氛,為學生創造一個互相關懷、共同努力的學習環境,對提升學校效能十分重要。

小結

整體來說,香港學生在四個評估範疇上的表現均相當理想,這說明了透過學校、老師及家長三者的攜手合作,確能為學童提供一個既優質而又均等的學習經驗,而在有效地發展整體學生的能力時,亦不會犧牲了弱勢群體的學習機會,即無論學生的社會經濟及文化背景如何,他們都能夠在教育系統中有所獲益,這無疑進一步肯定了香港教育的成效。最後, HKPISA 2003 亦帶出了兩個值得關注的問題: (1) 香港的中學仍然出現明顯的成績分隔現象,若弱勢學校能積極構思改善方案以切合學生不同的需要,而教育當局又能提供額外支援,將有助於縮短學校之間成績的差距; (2) 香港學生在閱讀方面的表現較第一期的 PISA+ 遜色,顯示香港整體的閱讀風氣尚未成熟,若社區、學校及家長三方嘗試扮演更主動的角色,例如從質與量改善社區圖書館、擴展學校的閱讀計劃和鼓勵家長陪伴子女一起閱讀等,將能進一步培養學生的閱讀興趣。

Research Programmes

Research Programme in Counselling and Guidance

Programme Coordinator:

Professor S. Alvin Leung

One of the major directions of the research programme is on the career development of youths. Through funding support from the Quality Education Fund and the Hong Kong Council of Social Services, a number of research and development activities are being carried out:

- Continual development of tools and assessment resources to be used in career guidance for youths.
- In addition to previously carried out training sessions for career guidance teachers on the use of career development tools and resources, a number of training sessions have been offered in 2005 for social workers on career counselling and on the use of career development resources and tools developed through this project.
- A research version of an interest assessment inventory called Hong Kong Career Interest Inventory has been developed. Data were collected from more than 2,000 secondary students, and some of the findings are being used to develop the necessary normative information. A user-manual for this inventory is being planned.
- A number of in-depth interviews with non-engaged youths (youths who are not actively engaged in education and organized work) have been carried out in 2005 to understand their career development experience. It is hoped that the findings will enrich our understanding of the diverse personal, social and cultural factors influencing the career development of youths in Hong Kong.

Conferences, Seminars and Public Lectures

PISA 2003: Hong Kong Students' Reading, Mathematical, and Scientific Literacy

On 13 December 2004, Hong Kong Centre for International Student Assessment held a seminar in CUHK to release the result of HKPISA 2003. In Hong Kong, there were 4,478 students from 145 schools participating in this study. Hong Kong's 15-year-olds were ranked 1st in Mathematics, 2nd in Problem Solving, 3rd in Science, and 10th in Reading among their 200,000 peers from 41 participating countries and regions.



HKPISA Subject Experts in the Question and Answer session

This seminar was a significant gathering with about 350 participants including frontline educators of different sectors, teachers, EMB officials, local scholars and researchers. Investigators of the HKPISA took this opportunity to share ideas with policy makers, school administrators and practitioners. Their synthesis cast a new light on the quest for better education quality among stakeholders in the local field, and it is hoped that the discussions and interactions will facilitate the development of curriculum, instruction, and assessment in the future.

The Programme for International Student Assessment (PISA) organized by the Organisation for Economic Cooperation and Development (OECD) compares and evaluates the effectiveness of the education system by assessing how well 15-year-olds approaching the end of compulsory education have acquired the knowledge and skills essential for participation in society. The study provides strong proof that the active involvement of teachers, parents, and school authorities can improve the quality and equity of the learning environment for students.

第七屆兩岸三地課程理論研討會

本年4月22至24日，來自內地、台灣、香港、澳門30多位教育學者、專家雲集香港中文大學，參加了由香港中文大學教育學院、課程與教學學系、香港教育研究所、人民教育出版社教育部課程教材研究所、台灣台北師範學院、淡江大學聯合主辦，香港教育統籌局贊助的「第七屆兩岸三地課程理論研討會」。研討會主題為「課程發展、教師專業發展與學校更新」，會上發表論文共32篇。

開幕禮上，鄭振耀副校長擔任主禮嘉賓，人民教育出版社呂達教授、台灣台北師範學院周淑卿教授、籌委會主席黃顯華教授分別代表三地學者致辭並互贈紀念品留念。鄭振耀教授致辭時表示，研討會由1999年舉辦至今，有賴兩岸三地各院校、機構、學者的通力合作，為三地的課程改革、教育發展，提供了理論探索的良好基石。舉辦這個研討會，也切合香港中文大學作為一所研究型大學的角色。

研討會共分三個部分，第一個半天為會前的內部研討，隨後的一天半是公開研討，最後的半天則為會後的內部研討。這設計能讓來自各地的專家在會前就先就共同關心的題目進行深入探討，會後也有機會對與會者的提問進行反思及討論，合力尋求答案，並為學者們的研究題目提供了豐富素材。公開研討環節吸引了200多位來自本港、內地、澳門等的研究人員、學者、校長、老師，會上亦設有網上廣播，讓內地大學的老師、同學也能參與討論。



主禮嘉賓、主題演講者和籌委會成員攝於開幕典禮

研討會邀得北京師範大學裴娣娜教授、台灣師範大學高新建教授及許育健老師、香港教育學院盧敏玲教授擔任主題演講嘉賓。以下刊登了盧敏玲教授發表論文的摘要，以饗讀者。

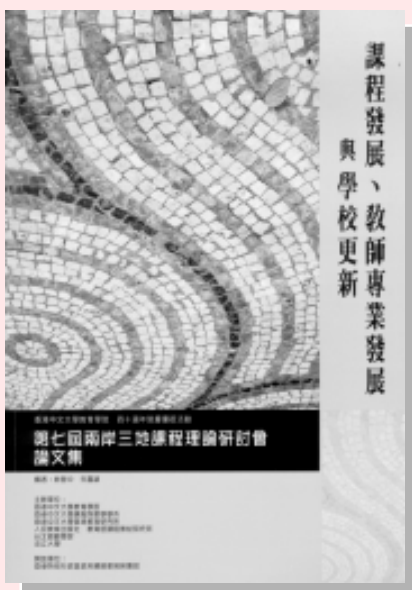
「課堂學習研究」對教師專業發展、校本課程發展與學校更新的影響
(摘要)

世界上不少地方正在進行教育及課程改革，香港也被一輪又一輪的教育改革衝擊著。然而不少教育研究的結果卻告訴我們，絕少教育改革能真正對學生的學習有正面的影響；能夠產生明顯作用的，都是那些直接涉及學習內容的改革。「課堂學習研究」就是針對學習內容為出發點，建基於變易學習理論，透過行動研究的模式，集教師、教育研究員的智慧，試圖解決學生的學習困難，幫助每個學生學得更好。經過六年的探索、實踐及研究，已有超過一百所學校參與，並已進行了一百三十多個「課堂學習研究」。在這過程中，我們發現「課堂學習研究」不單能幫助學生學得更好，更是一個成就教師發展、校本課程發展及學校更新的有效工具。本文除闡述「課堂學習研究」在香港的發展外，更探討其對教師發展、校本課程發展及學校更新的影響，以及其未來發展要面對的挑



盧敏玲教授在發表主題演講戰。

其他學者分別在12節的分組研討上發表論文。會上發表的所有論文均收錄在大會出版的論文集內，有意訂購者請電(852) 2609 6754。



Co-organized Public Lectures
近期合辦之公開講座



由陳廷三博士主講的「教改下的學生輔導——定位與前瞻」，會場內座無虛席。



Date 日期	Topic 題目	Speaker(s) 講者
2/4/2005	從文化和人才的角度看通識教育(科)	盧乃桂教授 香港中文大學教育行政與政策學系 鄭漢文博士 香港中文大學教育行政與政策學系
16/4/2005	通識教育(科)的價值	曾榮光教授 香港中文大學教育行政與政策學系
30/4/2005	通識教育(科)的課程取向	黃顯華教授 香港中文大學課程與教學學系
30/4/2005	教育工作者個人成長系列： 教改下的學生輔導 —— 定位與前瞻	陳廷三博士 香港中文大學香港教育研究所
14/5/2005	通識教育(科)的價值 (總結論壇) —— 怎樣的通識教育最值得在中學推行？	鄭漢文博士 李志雄先生 教育統籌局 劉賀強校長 沙田循道衛理中學 蕭麗萍校長 羅定邦中學

Forthcoming Conference

Faculty of Education of CUHK 40th Anniversary International Conference

Theme: Developing Teacher Leadership and Education Partnership in the Face of Education Reform

Date: 2 – 3 December, 2005
(Friday and Saturday)

Venue: The Chinese University of Hong Kong

This conference is organized as a celebration event for the 40th anniversary of the Faculty of Education, at The Chinese University of Hong Kong, whose vision is to become a leading centre for teacher education, educational studies, and school development in Hong Kong, China and the wider educational community.

The purpose of this conference is to provide a timely platform for discussions of crucial issues related to teacher leadership and development of educational communities in enhancing the quality of school education. It is hoped that a synthesis of insights and experiences will help the world's teaching profession to chart its future course of development.

For details, please visit our website: <http://www.fed.cuhk.edu.hk/~hkier/40anniv>

The deadline for registration is 30 June, 2005. Interested parties please call (852) 2609 6205 or email to 40anniv@cuhk.edu.hk



Programmes for Professional Development

教育與價值的當前論爭： 通識教育(科)

自教育統籌局於2004年10月中發佈關於新高中通識教育科的建議後，香港教育界出現了不少涉及價值的反思，例如：這個新核心科目為何值得推行？它在甚麼意義下等同進行某種型態的價值教育？為探討這些課題，正在進行第四屆招生的「價值教育證書課程」(9月開課)，特別率先開設「教育與價值的當前論爭：通識教育(科)」單元(CVE0201LS)。這個選修單元不但新舊學員皆可修讀，亦適合有興趣從價值角度思考新高中通識教育科的人士。單元分為三部分，供不同程度的人士報讀。

首先是一連三次的週六講座系列，由香港中文大學教育學院的師訓學者探討這個科目所涉及種種與價值相關的問題，評論觀點包括文化觀、人才論、價值論和課程論等；第二部分是一連三次在週三晚舉辦的價值學理上的導修；最後以一次由各方嘉賓講者參與的論壇作總結。總結論壇以「怎樣的通識教育最值得在中學推行？」為主要課題，探討校本實踐所涉及通識教育(General Education)和通識教育科(Liberal Studies)的異同及其初中到高中的發展。論壇先請教育統籌局李志雄先生分享新高中通識教育科課程設計第二期諮詢稿的最新發展，然後由兩位校長回應並分享通識教育的校本課程發展及其背後的(取捨)理念，接著由主持人從教師發展及其培訓的角度回應，最後交由與會者一同公開討論。



鄭漢文博士(「價值教育證書課程」課程主任；
「學位教師高級教育文憑(通識教育科)」課程主任)

Advanced Postgraduate Diploma in Education (Liberal Studies) Programme

學位教師高級教育文憑（通識教育科）課程

這項新設的課程於本學年9月開課，旨在協助有志成為中學通識教育科領導者（例如通識教育科主任）的老師，在面對教育制度、課程及考試制度的變革時，培養和發展出具特色的通識教育。事實上，通識教育不單是香港中文大學等機構所認同且身體力行的理想，而且在近年香港的教育改革亦愈來愈受到重視，像教育統籌局於去年發表的《改革高中及高等教育學制》諮詢文件，建議把通識教育科列為新高中教育四個核心科目之一。

為配合現時中四、中五的綜合人文科、科學與科技科，以及中六、中七的通識教育科，本課程著重培育學員對新高中通識教育科的性質及發展具備批判的理解，並且獲得成為通識教育科領袖所必要的教學技巧。課程會探討新高中通識教育科三個學習範疇的最新教學內容知識，並會加深學員在綜覽課程、協調教學團隊及督導通識教育科新任教師方面所需的專業知識，包括：議題探究法、獨立探究研究、評鑑與評核和課程領導。有關課程詳細資料請瀏覽本所網頁：www.fed.cuhk.edu.hk/~hkier

課

Research and Development Centres

學生能力國際評估計劃— 香港中心

HKPISA 中心與澳門教育局合作的 Macau-PISA2003研究獲選為傑出協作研究計劃，詳情將刊登於CUHK China Brochure。中心總監何瑞珠教授於2004年獲港美中心頒發研究獎學金，到美國進行教育研究，就 PISA 的數據比較香港及美國兩地的「權力下放及家長參與」，於去年11月在美國賓夕凡尼亞州州立大學與當地學者分享有關的研究成果。

此外，香港作為首個參與學生能力國際評估計劃(PISA)的華人地區，累積了不少寶貴經驗，四位來自澳門PISA 中心及英國 National Foundation for Educational Research 的研究員於2月1日特地到中心參觀，彼此交流籌備 PISA 的心得。

有關HKPISA 2003的研究結果，中心主任鄭偉良先生應香港教育專業人員協會專業發展中心的邀請，於3月9日出席了「教協2005周年研討會」，並以「學生能力國際評估計劃(HKPISA 2003)評估結果對香港教育改革的啟示」為題發表演講，內容環繞香港學生在四個評估範疇(數學、科學、閱讀和解難)的表現以及影響他們學習的因素，約有百多位中小學老師出席。期間亦邀得風采中學校長曹啓樂先生作評論，並剖析相關的教育政策。是次講座讓教師對審視香港於質素和均等兩方面的教育成效和教育政策，均得到一定的啟發。

在整理 PISA 2003 的本港研究報告時，第三期評估計劃(PISA 2006)的預試工作已進行得如火如荼。中心已於4月16日為十多位測試主任舉行培訓工作坊，為5、6月期間的預試作好準備。參加預試的中學共有39所，預試結果將有助我們評鑑、分析及改善研究工具和程序。HKPISA2006的正式測試將於明年5至6月舉行，共有五十多個國家或地區參與，科學能力為是次測試的重點範疇。

普通話教育研究及發展中心

中心獲語文基金贊助，為2004至2005年度普通話節舉辦推廣普通話活動，當中包括深受各中、小學學生歡迎的「學生普通話大使培訓計劃」。計劃旨在培訓學生積極協助學校推廣普通話，並發揮學生作為推普大使的宣傳和榜樣作用。培訓活動已於去年10月份展開，吸引了全港中、小學學生積極報名參與。學生須參加為期兩天的培訓課程，內容包括野外尋寶遊戲、分組討論、學唱普通話歌及小品演出等。各小組為角逐「全場總冠軍」及多個「個人獎項」，無不施展渾身解數：除了將自己打扮成有趣的角色外，部分參加者更以女扮男裝或男扮女裝的姿態粉墨登場；更有學生發揮創意，以舊曲新詞的手法改編電視劇《大長今》的主題曲，唱出學習普通話的好處，引得全場和唱！普通話教育研究及發展中心會於5月份推出各項增潤活動，藉此維繫學生對學習普通話的興趣。

The Hong Kong Centre for the Development of Educational Leadership (HKCDEL)

The HKCDEL, in collaboration with the Department of Educational Administration and Policy (EAP) of the CUHK, organized a 5-day Educational Leadership Development Workshop for local practitioners during the Easter Holiday. The workshop was based on Chris Argyris' work on Action Science and Peter Senge's work on Learning Organization. The aim was to help individual educators to understand the barriers to their own learning and then bring forth new realities in line with their aspirations and collective consciousness. The workshop was also designed to help participants develop a deeper understanding of how they can facilitate organizational and personal change through an action-learning approach.



Facilitators and Participants at the Educational Leadership Development Workshop



學生大使改編了《大長今》的主題曲，唱出了學好普通話的重要性

Twenty-five participants attended the workshop. These included serving or past principals, a school supervisor, Ph.D/Ed.D students, school development officers from CUHK projects, people working in business firms (including one from Taiwan), and serving teachers and middle managers. The workshop was facilitated by Michael Goodman, a private consultant from the U.S., Sheila Damodaran from the Singapore government, Joey Chan, a local consultant, and Frank Tam, from the Department of EAP, who organized and coordinated the workshop.

Feedback from one of the participants

During the workshop, the four facilitators enabled us to learn the various disciplines of the learning organization, such as improving mental models, facilitating generative conversations, and drawing system thinking diagrams, through games and exercises. I particularly benefited from this workshop because it enabled me to understand the 3C competences (critical

thinking, creativity, and communication), which are much emphasized in the recent education reform, from the perspective of organizational learning.

Irene Oi-ling Chu, serving teacher
and Ed.D student

The HKCDEL continues to work closely with school leaders at various levels to contribute to leadership learning for school improvement. If you would like to know more about our programmes, please visit <http://www3.fed.cuhk.edu.hk/eldevnet/>



tional Development

The School Development and Evaluation Team (SDET)

The SDET, which was established within the Hong Kong Center for the Development of Educational Leadership (HKCDEL), is led by Prof. Nicholas Sun-Keung Pang of the Department of EAP. The SDET includes a team of School Development Officers who are Dr. Chan Chi-wai, Dr. Eric Chi-keung Cheng, Mr. Paul Kit-kong Lee, Mr. Leung Lok-fung, and Ms. Jennie Chun-lai Yuen.

We have launched three different school improvement projects in 2004–2005 for the development needs of the local school community. The projects are:

- Self-evaluation, External Review and School Development
- School Self-evaluation: Reinforcing Organizational Change
- Transforming Schools into Learning Organizations

A total of 45 primary schools and 60 secondary schools have participated in the projects. The SDET aims to help these schools:

1. develop their own models of school-based management in the spirit of the recommendations of the *Education Commission Report No.7*;
2. institutionalize a self-evaluation framework in daily practices and acquire the skills and techniques of school self-evaluation;
3. develop sets of school-based performance indicators for use in school self-evaluation;
4. prepare for external school review, focused inspections or whole-school inspections conducted by the Quality Assurance Division of the Education and Manpower Bureau; and
5. develop continuously for sustainability and foster a culture of organizational learning in the schools.

A “fan” approach of organizational change is adopted in these projects, in which concepts of school self-evaluation and organizational learning will first be initiated at the senior management. Afterwards, changes and transformation will spread through to middle management and gradually throughout the entire school organization. For details of these projects and work of the SDET, please refer to our website: <http://www.fed.cuhk.edu.hk/sdet/>

Publications

Education Policy Studies Series

教育政策研討系列

No. 56 從 PISA 剖析香港中學生的學習策略與學習成效的關係

何瑞珠

本書通過國際學生評估計劃剖析香港中學生的自主學習程度，並採用多層迴歸分析了解自主學習與學習成效的關係。研究發現在九個自主學習指數中，有六個與學生的閱讀、數學及科學成績呈顯著的正相關；除了「競爭學習」這指數外，香港中學生採用自主學習策略的程度均低於其他國家。

ISBN 962-8077-85-6 平裝 32 頁 20 元

School Education Reform Series

學校教育改革系列

No. 21 學校自我評估與組織變革

彭新強

本書介紹何謂學校自我評估，並探討它與組織變革的關係。作者就一項學校自我評估效能的質性研究，分析學校實踐自我評估時的阻力和成功落實的要素；指出有效的領導者是懂得靈活採用自我評估步驟、變革策略和管理方法的行政人員，能帶領學校組織從不斷變化的外在環境邁向卓越。

ISBN 962-8077-86-4 平裝 32 頁 20 元

No. 22 學校發展的要素和策略分析

張兆芹、彭新強

本書首先指出學校發展的要素，接著在學校發展變革的理論指導下，提出七項策略性的措施。內容主要環繞學校改進的探討，即如何在本國的政治經濟文化背景下，根據本土的學校發展經驗，進行不同的學校發展計劃，從而不斷改進學校的教育質素。

ISBN 962-8077-87-2 平裝 36 頁 20 元

No. 23 有效學習的探索

趙志成

本書探索影響有效學習的關鍵因素，從教師、課程、教學策略到學生學習心態都有觸及。旨在使教師在理解學習效能時有整全的系統思維，在大量教學、行政及訓輔工作的壓力下知所為而為之，在強調專業發展的浪潮下，了解甚麼樣的學習才最適合學校及教師。

ISBN 962-8077-88-0 平裝 28 頁 20 元

Journals 學報

Asian Journal of Counselling

Vol. 10 No. 2 (2003)

Education Journal

Vol. 31 No. 2/Vol. 32. No. 1 (2003/2004)

Special issue: Analyzing the Quality of Education in Hong Kong from an International Perspective

Vol. 32 No. 2 (2004)

Educational Research Journal

Vol. 19 No. 2 (2004)

Journal of Basic Education

Vol. 13 No. 2 (2004)

Academic Titles 學術書籍

Partnership and Change: Toward School Development

Edited by John Chi-kin Lee, Leslie Nai-kwai Lo & Allan Walker

This book provides an international perspective on issues related to school partnerships and development. It is broadly divided into two parts: Part One focuses on university-school partnership while Part Two highlights changes in school development. The chapters in this book illustrate the nature of different partnerships as well as experiences of and research on school development in connection with individual strategies and organizational strategies.

ISBN 962-996-113-X paperback 384 pages \$180

For enquiries and order, please call (852) 2609 6754



Development Projects

A Web-based English Learning Project – “A Passage A Day” *

www.cuhk-english.com

The summer version of the English “A Passage A Day” launched last year achieved an overwhelming success. Throughout the year, many teachers, parents and students have requested that the English “A Passage A Day” be launched again. In response to their support, we spent a year collecting passages written by local, overseas university students and experienced English teachers and writers. Now, the English version of “A Passage a Day” for this summer is ready!

In order to ensure the quality of our reading materials, we have invited Mr. Tung Hok-ping, an experienced lecturer at the English Department of the Hong Kong Institute of Education, along with Mr. Thomas Nicholson, an honours graduate from the English Department of the University of Cambridge, and Ms. Gopa Nakya, currently a research student at the University of Oxford (English Department), to be editors of the stories. We are also honoured to have Dr. Henriette Hendriks from the Research Centre for English and Applied Linguistics at the University of Cambridge as advisor and final editor of our project. And our coordinator of this project, Ms. Josephine Chiu, graduated from CUHK with a Bachelor’s degree in English. The audio recording of the stories has been produced by one of the leading independent audiobook labels in the U.K., Naxos AudioBooks.

The operation of “A Passage A Day” this summer resembles the one launched last year, only that the topics are even more diverse and the MC questions more challenging. The word range for each level has been increased, thereby allowing richer content. More different approaches and styles of passages have been incorporated in our scheme. Besides, we are not to be content with simply helping local students establish a daily reading habit, but to help them achieve that goal in a joyful and fun way. Our passages are carefully graded according to their levels of difficulty.

Elements such as interests of students, variety of vocabulary, complexity of sentence structures, and maturity of topics have been catered for.

Looking Ahead

The English “A Passage a Day” has not received any financial subsidies. With dedication and commitment to education, we will endeavour to work on the website to ensure its highest quality. If the project is welcomed by students and parents, we look forward to developing it into an ongoing project starting 1 October 2005.



Prof. Ho Man-koon and the young readers

* First started in 2001, “A Passage A Day” (Chinese version) is a self-funded, non-profit making web-based project founded by Prof. Ho Man-koon of the HKIER, CUHK.

HKIER Won Large Grants for Its Comprehensive School Improvement Project

The HKIER was awarded a grant of \$46 million by the Education and Manpower Bureau for implementing Quality School Improvement Project (QSP) from 2004 to 2009. It is the largest grant ever awarded to a tertiary institution in Hong Kong for school development purposes.

QSP is a comprehensive school improvement project aiming to facilitate school development and promote a quality school culture in Hong Kong. The ultimate goal of the project is to achieve all-round development in every student. Under the leadership of Prof. Leslie N. K. Lo (Project Director), Prof. Wong Hin-wah (Head of Research and Development), Dr. Chiu Chi-shing (Executive Director) and Prof. Chung Yue-ping (Head of Management Committee), the project will provide school-based support to a broad spectrum of 115 local schools.

The project team will enhance the professional capacities of teachers and principals in areas such as teaching and learning, prioritization of school aims, and development of a continuous self-inquiry process. A series of research will be conducted to trace the development process of project schools in various aspects such as organization culture, school support and teacher commitment, action research projects (student caring, project learning, all-round education) as an interface for school improvement and teacher development. The HKIER has positioned the University as a stronghold for school development. QSP aims at disseminate school development findings in Asia in the years to come.



This Newsletter is published twice a year in May and November by the Hong Kong Institute of Educational Research, The Chinese University of Hong Kong, Shatin, Hong Kong.

© The Chinese University of Hong Kong

E-mail: hkier@cuhk.edu.hk

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

Tel: (852) 2609 6754 Fax: (852) 2603 6850

Editor: Chun Ka-wai, Cecilia

Executive Editor: Leung Nim-ming, Carmen

Editorial Assistant: Ma Lok-ye, Audrey

