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香港教育研究所
Hong Kong Institute of Educational Research
The Chinese University of Hong Kong

In This Issue

Research Notes and Innovations

New Research Direction of PISA in PISA 2012

The Programme for International Student Assessment (PISA) is a triennial international study that assesses how well youths at age 15, near the completion of compulsory education, have acquired the knowledge and skills essential for meeting the challenges of our society. Coordinated by the Organisation for Economic Co-operation and Development (OECD), leading international experts develop valid assessment instruments, compare students' literacy performance across countries and cultures, as well as develop indicators that help governmental bodies and policymakers examine, evaluate, and monitor the effectiveness of the educational system at both national and school levels.

Four PISA surveys have taken place so far, in 2000, 2003, 2006 and 2009. There is a sequence of assessment focus — reading, mathematics, and science respectively in PISA 2000, 2003 and 2006. The sequence has repeated since PISA 2009 with reading as the focus, allowing continuous and consistent monitoring of educational outcomes. In PISA 2012, mathematics will be the major domain. Another major assessment component — problem solving — which was assessed in PISA 2003 will also be re-introduced in PISA 2012. A significant development in PISA 2012 is the delivery of the two main assessment components — computer-based assessment of mathematics and problem solving.

The return of mathematics as the major domain in PISA 2012 provides the opportunity to make comparisons in student performance over time. It also provides the opportunity to look into changes in instructional practices and educational policies. The remarkable development in how mathematics is approached and applied in scientific endeavour and technology, and how these advancements have changed the nature of problem solving, has driven a review of the assessment framework of mathematical literacy for PISA 2012. Such a review takes into account the importance of 15-year-olds in understanding and applying mathematics as they confront issues and challenges at the personal, social, occupational, and scientific levels. The revised definition of mathematical literacy focuses on the active doing and using of mathematics to reason, describe, explain, and predict in a variety of contexts. It also puts more significance on the use of mathematical tools including technology to make judgements and decisions. The development of computer technology and its inevitable importance in personal lives and workplaces has propelled a development to include the use of mathematical tools into the framework, as well as to deliver the assessment items on computers so that technologies could be integrated into the test items. This will reflect the medium that is being used by more and more individuals to interact with the world.

The assessment of problem solving will be re-introduced in PISA 2012. It will be a core component of the PISA 2012 assessment, as it was in PISA 2003. The competency of problem solving is crucial to learning and to effective participation in society. The study of students' problem-solving strategies would shed light on their capabilities to employ basic thinking and other cognitive approaches to deal with challenges in life. The assessment of problem solving in PISA 2012 will not simply measure the reproduction of domain-based knowledge. It will rather focus on the cognitive skills required to solve unfamiliar problems in life. These cognitive skills may involve modelling or representation of the problem, creative thinking and critical thinking in solving the problem. The assessment items are situated in a wide range of real-world contexts and may not have any definite solution. The computer-delivered medium will resemble problem solving in real-life situations: variation in the problem situation during the problem-solving process, and interaction between the problem solver and the problem.

Computer technology has a growing role not only in one's occupational life, but also in personal, social, and civic life. Obtaining information from the Internet to stay informed and involved has become the norm in modern society. Thus, PISA has begun to incorporate computer-based assessment to its frameworks. In PISA 2009, an Electronic Reading Assessment (ERA) was incorporated into the reading framework alongside the printed reading test. In PISA 2012, Computer-based Assessment of Literacies (CBAL) that includes mathematical literacy and problem solving will be constructed and these components will be integrated to the revised frameworks for mathematical literacy and problem solving. Together with ERA, the integrative approach will allow the frameworks to reflect the real-world evolution in mathematics, problem solving and reading across the two media.

ERA will underpin in PISA 2012, and continue to measure skills that are specific to reading electronic texts. Computer-based assessment of mathematical literacy will also offer a number of means of delivering mathematical opportunities that cannot be provided in a paper-based task. Computer-based assessment of problem solving will allow emphasis of interactivity between the student and the problem solving, making it possible to interact with stimuli and to explore the environment in order to attain an understanding of the problem so that they can plan and execute a solution strategy to solve a problem. Owing to the significance of these assessments, PISA 2012 in Hong Kong (HKPISA 2012) will take part in both the paper-based assessments of mathematical, reading, and science literacies as well as the CBAL.

Apart from collecting data on cognitive performance, PISA also looks into factors that may influence student performance at the student, family, and school levels. A set of core questionnaires (i.e., school questionnaire and student questionnaire) will be designed to

collect background information of participating schools and students. School questionnaires will include items concerning school size and class size, school climate, school management and leadership, instructional context, pedagogical processes, and school resources. In HKPISA 2009, the school questionnaires were made available to be delivered electronically. School principals may complete the questionnaires online via the Website of Hong Kong Centre for International Student Assessment (HKPISA Centre) if they prefer. Such an option at the preference of individual school principals will also be available in HKPISA 2012. Student questionnaires will be administered to the sampled students, covering several areas including personal and family background data, students' engagement and attitudes to school life, their learning in school and out of school, as well as their learning style and learning strategies particularly in mathematics.

HKPISA 2012 will also adopt several international options to administer the parent questionnaire, the teacher questionnaire, and the questionnaires of student educational career (EC) and their familiarity with information and communication technologies (ICT). The parent questionnaire is proposed to collect information such as: parents' socio-economic background; parental involvement and investment in their children's education; parents' academic expectations of the student; the support that parents provide in homework situations (especially in mathematics); and parental perceptions of the school and reasons for choosing the school.

The teacher questionnaire is still in the design process by the PISA Consortium and might collect information regarding: professional background of teachers; professional development activities inside and outside the school; collaboration among staff who teach mathematics; beliefs about mathematics; instructional models and practices; disciplinary and academic climate; classroom management; and teachers' participation in school governance.

The ICT questionnaire might collect data on: the availability of information and communication technologies at home and in school; the use of computers in general (e.g., using e-mail) and for specific leisure activities (e.g., whether an individual plays single-player games or role-plays; whether they use chat rooms); self-assessed competencies in solving tasks with the computer (e.g., to edit digital photos, to create a database); and students' attitudes towards computers.

The EC questionnaire will collect data on: absence from school; change of schools; expected level of schooling; out-of school-time lessons in primary education; students' marks or grades; number and type of extra-curricular activities (at school and out of school); and their educational and career aspiration.

The information gathered from PISA 2012 will provide a comprehensive review of students' paper-based and computer-based literacy skills in four domains as well as their non-cognitive outcomes that are crucial to becoming a productive member at the national as well as international levels. The results of PISA 2012 will also provide an opportunity for policymakers and educators to examine Hong Kong students' performance from an international perspective, to monitor student performance over time, and to make decision on policy reform and educational issues based on the evidences collected.

Research Programmes

學習目標與評估研究計劃

中學生批判性思維：心理學研究、教材設計與教師培訓

香港中文大學教育心理學系侯傑泰講座教授、香港大學心理學系何德芳博士和香港中文大學心理學系顧伊麗博士自 2004 年起，進行了多項心理學研究、教材設計和教師培訓等多項工作。研究及課程建基於美國心理學會前主席 Diana Halpern 的 HAECAS 測驗及相關教材套。研究得香港大學教育資助委員會研究資助局（三項計劃，分別於 2004–2006 年、2007–2009 年及 2009–2011 年）及教育局（三項計劃，合共港幣 150 萬元）資助。

研究目的

1. 設計一個具高信效度的批判能力測驗；
2. 找出批判能力與個人心理特質的關係；
3. 設計一套適合香港高中學生的批判性思維課程和教材套；
4. 比較直接講授法（direct instruction）與議題探究法（issue enquiry）對教授批判性思考課程的效果；
5. 了解學童知識論與批判性思維能力及其發展的關係。

教材套（已製成）

1. 高中批判性思維教材套（顧伊麗、侯傑泰、何德芳）：簡報表、練習、課文，可供 15 小時教學用；內容包括批判思考基本理念、評估因果宣稱、思考模式、決策方法。
2. 用於批判性思維活動的社會議題（顧伊麗、侯傑泰、何德芳）：共 9 個社會議題，可供小組討論及延伸活動之用。

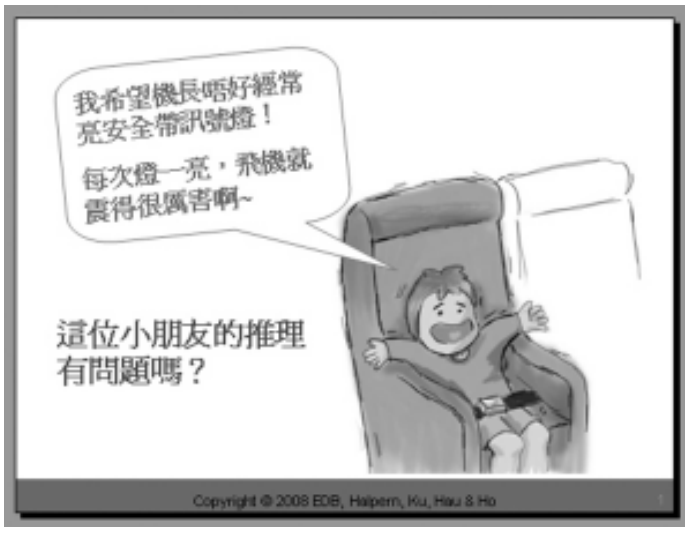
教師訓練（已進行）

1. 共約 1,000 名教師，接受相關心理學理論、教材套使用方法培訓。
2. 約 50 名教師接受進一步培訓，並輔以兩星期實際試教經驗。

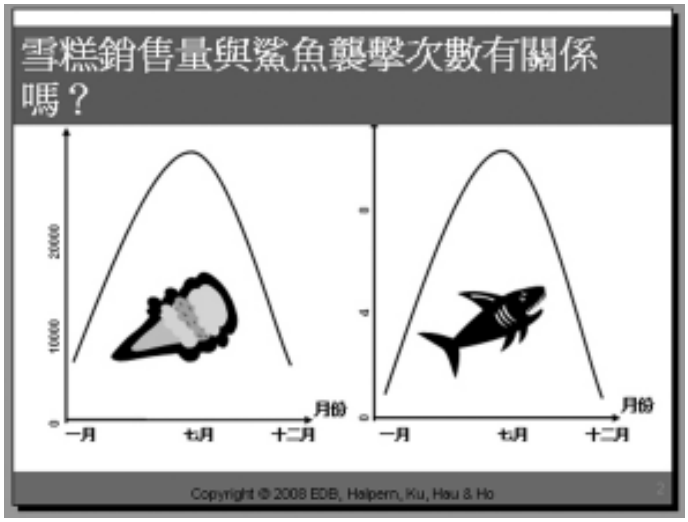
教學啟示

在本計劃內其中一項研究，比較了直接講授法與議題探究法兩者的效能。最重要的研究問題是：（1）兩種教學法是否有效？（2）哪種方法更為有效？在實驗裏的批判性思考課程中，研究者以日常的事例（如減肥瘦身、補習學校廣告）作討論內容。為了解學生能否將思考技巧轉移至新學科之中，他們亦測量學生在經濟、歷史及食品科學題目的批判思考能力。由實驗結果可見，無論在與教學相關或獨立的批判性思考能力測驗，相對於控制組，兩種教學法都能顯著提高學生的批判性思考能力。

雖然建構主義強調討論對提升思考能力的重要性，但老師不應低估直接講授的好處。在有系統的講授及總結下，一如本研究所展示的結果一樣，學生有可能更容易掌握內容，並因而更容易將思考技巧轉移至新的處境。這結果與一些提倡加強直接教學法的論點是一致的。



引發學習動機示例



議題探究法當然有其好處，值得推薦，在一些能力指標上亦能展示其效能。不過在能力轉移的檢查上，議題探究法有其局限。這可能是由於老師未能在探究方法中總結出學習要點，令學生感到徬徨，亦因此不能將技巧轉移到新的學科上。研究結果顯示，不同學科的轉移效應相差甚大，故此老師不能假設學生能簡單而自動地將思考能力轉移到新的處境上。老師必須用更多例子，並示範如何轉移。這方面的重要性不容低估。

價值教育與通識教育研究計劃

「價值教育與通識教育研究計劃」初名「現代社會的價值與教育研究計劃」，成立於 1999 年，後於 2006 年起逐步演變，至 2008 年而確立為現時名稱和方向。計劃的研究統籌人為鄭漢文博士，而計劃的研究焦點是香港教育改革中的兩大重點——價值教育和通識教育。

在價值教育方面，現時研究計劃正進行三個項目：

1. **價值教育的原則、實踐與教學研究計劃**——由鄭漢文博士主領，旨在以價值教育文學碩士課程中同名的必修科「價值教育的原則、實踐和教學法」（課程編號 MVE6000）的教學經驗為基礎，進行相關的學術探討，重點是為華語學界整理出可用的材料。已出版的書籍包括：鄭漢文、鄧雪貞、吳玉樹於 2008 年合著的《尋求美好人生的自我理解》（適用於中學通識教育科第一單元的教學），以及鄭漢文、李子建、盧乃桂於 2006 年合編的 *Values Education for Citizens in the New Century*（英文書）。
2. **「尋德問道」研究計劃：德育經驗考察**——由伍美蓮博士主領，旨在通過與教師學生及家長作敘事訪談，對道德教育的性質、教化與學習有更深入的理解，並可豐富價值教育文學碩士課程中相關科目（如「道德教育觀及其中議題」，課程編號 MVE6321）的教學。
3. **價值教育學習經驗研究計劃**——由唐欣怡女士主領，伍美蓮博士與鄭漢文博士協助，旨在搜集曾經有價值教育學習經驗者的體會與得益。本研究的首批研究對象是於 2006 年至 2009 年完成價值教育文學碩士課程的四十多位畢業生；期望通過他們的自述及相關資料，能歸結出價值教育的教育價值。

在通識教育方面，研究計劃現有一個項目：**香港通識教育發展研究計劃**。該項目由鄭漢文博士主領，旨在研究香港通識教育的發展。除了研究大學的通識教育外，本研究項目主要是深入研究自 2004 年 10 月至 2012 年 8 月中學發展通識教育科的趨勢，以及當中的困難和解決方式。其中，包括自 2008 年起每年向四百多所中學作問卷調查，現已建立了 2008 年和 2009 年的跨年數據。已出版的書籍有《通識的路如何走：通識教育手記一集》（鄭漢文，2008）；現正撰寫的續篇暫名《中學通識教師之從出埃及記到使徒行傳：通識教育手記二集》（鄭漢文，預算於 2010 年夏季出版）。

其他項目則有待相關教學人員或學者同事開發，其中包括：**通識教育科所實現的價值教育**、**心靈教育**。

Conferences, Seminars and Public Lectures

First PISA 2012 National Project Managers Meeting in Hong Kong

The Hong Kong Centre for International Student Assessment has hosted the First PISA 2012 National Project Managers Meeting in Hong Kong. The meeting was held from 1 March to 5 March 2010 at the Hyatt Regency Hong Kong, Shatin. More than 100 scholars from over 70 countries around the world participated in this meeting. Vice-Chancellor Designate of The Chinese University of Hong Kong, Professor Joseph Sung, officiated the opening of this meeting. According to the meeting, PISA 2012 will see increasing emphasis on electronic media in the assessment and delivery of survey instruments. Moreover, the delivery technology will be much more user-friendly, e.g., the test will be run in the platform of Microsoft Windows. Therefore, much of the technical challenges encountered in the Electronic Reading Assessment of PISA 2009 will be resolved.

Vice-Chancellor Designate Professor Joseph Sung gave the opening speech

First PISA 2012 National Project Managers Meeting country representatives

研討會及公開講座

日期	題目	合辦單位／講者
通識教育講座系列 2010		
23/1/2010	如何設計探索科學議題的通識教學策略	葉殿恩教授 （香港中文大學課程與教學學系）
6/2/2010	通識教育科的評核：「教好」、「學好」與「考好」？	趙志成教授（香港教育研究所）
6/3/2010	新高中通識教育科的教材選用評鑑研究	鄭漢文博士 （香港中文大學教育行政與政策學系） 莊達成老師 （通識教育科專業發展學會）
24/4/2010	獨立專題探究：實踐困難與解決方法	朱嘉穎博士 （香港中文大學課程與教學學系） 多位前線教師
學生活動教育講座系列 2010		
6/2/2010	「香港自然概況」—— 中小學環境教育考察路線的規劃	蘇毅雄先生（野外動向）
17/4/2010	基本戶外及山藝知識—— 中小學教師及戶外教育工作者的錦囊	吳銨洋先生（香港攀山總會）
價值教育春季講座系列（二）		
27/3/2010	小心廣告！談傳媒教育的重要	伍美蓮博士（香港教育研究所）
24/4/2010	教價值 = 講「耶穌」？—— 談價值教育的可能	價值教育學會幹事
29/5/2010	價值教育搞邊科？點樣教會好好多？	唐欣怡女士（香港教育研究所）
價值教育教師專業發展系列夏季課程		
5/6/2010– 19/6/2010	如何促進學生的價值思考	伍美蓮博士（香港教育研究所） 唐欣怡女士（香港教育研究所）
中學生價值教育系列		
26/6/2010– 11/7/2010	思考價值	伍美蓮博士（香港教育研究所） 文嘉賢女士、江敏而女士、黃兆麟先生 （價值教育學會）
教師支援系列：教師專業發展		
11/6/2010	心之所繫、靈之保存	陳廷三博士（香港教育研究所）
11/6/2010	讓青少年敘述自己的生命故事：理論與實踐	陶兆銘博士（香港教育研究所）
個人成長／家長教育普及講座系列：訓輔合一		
29/5/2010	在後現代社會中尋覓意義：對輔導與訓導的啟示	陶兆銘博士（香港教育研究所）

Publications

Education Policy Studies Series
教育政策研討系列

No. 73 Promoting Critical Thinking: Discussing the Capacity of Issue-Inquiry Approach in Liberal Studies

Christy Wai-hung Ip

The New Senior Secondary Curriculum (NSSC) of Liberal Studies was launched in the academic year of 2009. As a core subject to promote generic skills, Liberal Studies is regarded as an interdisciplinary subject that nurtures critical thinking through issue-inquiry learning approach as one of its learning objectives. In order to explore the capacity of issue-inquiry learning approach in Liberal Studies to promote critical thinking, this paper discusses such an issue in three parts. First, it introduces the nature of critical thinking and the four habits of mind for critical thinking. Second, the relationship between issue-inquiry learning approach and issue-inquiry learning in Liberal Studies is discussed with the four habits of mind for critical thinking. Finally, this paper reveals some of the problems in the NSSC of Liberal Studies and concludes with recommendations. It is found that although the issue-inquiry learning approach in the NSSC of Liberal Studies includes all the four core habits of mind for critical thinking, there is still room for improvement for Liberal Studies to become a more comprehensive curriculum for critical thinking.

ISBN: 978–962–8908–34–9
80 pages paperback HK$30

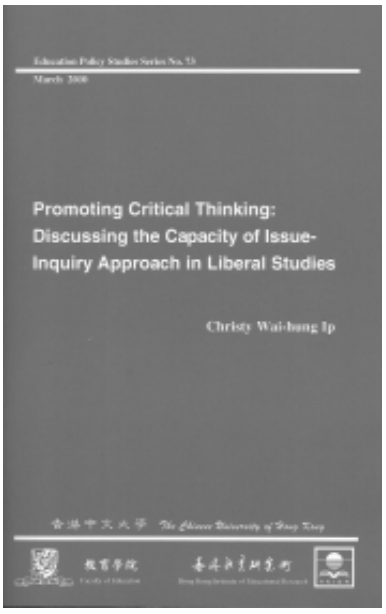
School Education Reform Series
學校教育改革系列

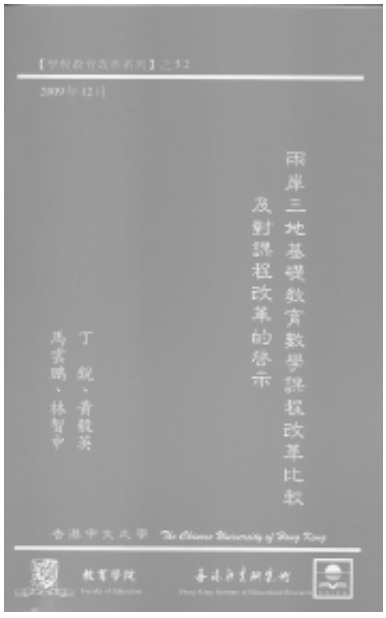
No. 52 兩岸三地基礎教育數學課程改革比較及對課程改革的啓示

丁銳、黃毅英、馬雲鵬、林智中

本文透過對比台灣、內地、香港三地近年數學新課程改革的進程及引起的爭議，對數學課程發展的現況得出如下啟示：課程必須建基於原來的軌跡，才能有效調動教學隊伍的積極性，增加改革成功的機會。此外，「知識」與「能力」並非處於對立面，除了要找出平衡點外，亦須找出善用基本知識以發展能力的方法。學科的紮實基礎亦有助於發展跨學科能力。希望這些啟示能有助華人地區的數學課程向前發展。

ISBN: 978–962–8908–33–2 72 頁 平裝 30 元





Journals 學報

Education Journal, Vol. 37 Nos. 1–2 (2009)

Journal of Basic Education, Vol. 18 No. 1 (2009)

Asian Journal of Counselling, Vol. 16 No. 2 (2009)

Educational Research Journal, Vol. 24 No. 2 (2009)

學報新網頁

香港教育研究所現正為旗下之學報設計新網頁，首階段已完成《教育學報》和《亞洲輔導學報》之網頁設計及數據轉移工作。網頁除收錄相關學報文章之摘要外，部分往期文章之全文亦已上載於網站內，以方便讀者閱覽。本所現正開展《基礎教育學報》之數據轉移工作，快將完成，稍後亦會進行《教育研究學報》之數據轉移工作。

《教育學報》之新網址為：
http://hkier.fed.cuhk.edu.hk/journal/ej

《亞洲輔導學報》之新網址為：
http://hkier.fed.cuhk.edu.hk/journal/ajc

《基礎教育學報》之新網址為：
http://hkier.fed.cuhk.edu.hk/journal/jbe

Research and Development Centres

Hong Kong Centre for the Development of Educational Leadership

QEF Project: From Assessment for Learning to Promoting Self-regulated Learning in Early-childhood Education (Kindergarten & Lower Primary Levels)

In view of the deficiency of the existing Hong Kong assessment practice, which puts heavy emphasis on test and examination results while ignoring students' "learning to learn" capabilities during the learning process, the Education Commission (2001, chapter 4) recommended "Assessment for Learning" (AfL) as one of the key areas of action in the recent education reform.

The Study

Since AfL is an important component in "learning to learn", it is worthwhile to examine teachers' practice in adopting AfL teaching strategies in their daily classroom (Pang & Lee, 2009). This study aims at exploring teachers' AfL competence in Hong Kong schools (Pang & Leung, 2009). The sample was a group of 29 teachers from 10 kindergartens (covering K1 through K3) and 10 primary schools (covering primary 1 through primary 3) which have participated in a 2-year QEF project "From Assessment for Learning to Promoting Self-regulated Learning in Early-childhood Education (Kindergarten & Lower Primary Levels)" organized by the School Development and Evaluation Team (SDET) of the Hong Kong Centre for the Development of Educational Leadership.

Data Collection

Data collection of the study was conducted in the first year (early stage) of the project. In the lesson study, teachers in each project school were asked to plan a trial lesson of a chosen subject by incorporating the AfL elements collaboratively with the assistance of the School Development Officer (SDO) from the SDET. The trial lesson was then observed by both the fellow-teachers and the SDO. They were required to fill in a 5-point (i.e., 0 to 4) checklist for recording the extent to which the teacher had adopted AfL skills and strategies (i.e., sharing teaching objectives and success criteria with students, making use of effective questioning techniques, observing students' learning progress, providing quality feedback, encouraging self-assessment and peer assessment) in the observed lesson. A post-observation meeting was arranged where the teacher, his/her fellow-teachers and the SDO could share their opinions freely and make suggestions on improvement on the AfL strategies used in the trial lesson. Finally, the teachers involved were encouraged to improve the lesson plan before administering in other classes.

Results

With reference to the 29 lesson observations made from April to June 2009, it is found that AfL competence of the teachers in the project schools is rather satisfactory and six out of seven AfL strategy scores reach at least 2.4 (out of 4.0). The AfL teaching strategies which were well utilized are "sharing teaching objectives with students" (3.1), "observing students' learning progress" (3.0), "providing quality feedback" (2.9), "making use of effective questioning techniques" (2.7), "sharing success criteria with students" (2.6), and "encouraging peer assessment" (2.4). However, "encouraging self-assessment" is the weakest part that needs most attention and improvement (1.6) (see Figure 1).

When compared to Pang and Leung's (2008) findings, it seems that teachers of the project schools in the present study generally show more awareness of incorporating AfL strategies in their daily classroom practice although there is still room for improvement (see Table 1).

Figure 1: AfL Teaching Skills Used by Teachers (n = 29) in Classrooms in the Present Study

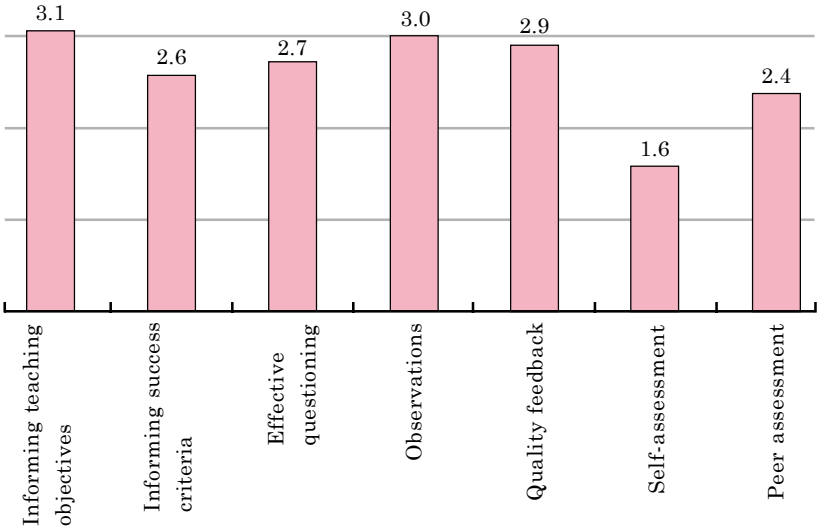


Table 1: Comparison of Common AfL Teaching Skills Used by Teachers in Classrooms Between Pang and Leung's (2008) Study and the Present Study

AfL teaching skills	Frequency of usage	
	Pang & Leung's (2008) study*	Present study
Quality feedback	65.7%	100.0%
Demonstrating peer assessment	43.3%	79.3%
Informing teaching objectives of task(s)	12.8%	79.3%
Informing success criteria of task(s)	12.8%	55.2%
Demonstrating self-assessment	0.0%	24.1%

* From Pang and Leung (2008, p. 25).

Conclusion

The present study explores teachers' use of AfL skills and strategies in Hong Kong early childhood education settings. While the research pioneered a small-scale observation in 20 kindergartens and primary schools, more large-scale and in-depth studies are needed in order to consolidate the findings of this study. Nevertheless, the results of the research indicate that more professional training courses for both practising teachers and student teachers about AfL should be provided, if the target of "learning to learn" advocated in the current education reform is to be achieved effectively.

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Centre for the Advancement of Information Technology in Education

The Centre for the Advancement of Information Technology in Education (CAITE) is celebrating its 6th anniversary in 2010. Through these years, we have identified great success in the development of various game-based learning platforms.

Success of Various Online Learning Platforms

Collaborated with the Education Bureau of Foshan and the Department of Education of Taipei City Government, CAITE has launched two projects entitled "Project-based Learning for Hong Kong–Foshan School Pairs on a Game-based Collaborative Learning Platform" and "Project-based Learning for Hong Kong–Taiwan School Pairs on a Game-based Collaborative Learning Platform" respectively. The successful closing ceremonies held on 13 March 2010 and 1 April 2010 had concluded students' achievement as well as schools' effort and support in the projects. All guests were impressed by the outstanding project artifacts displayed in the project-sharing sessions.

In the coming academic year, we will continue the projects in Foshan and Taipei, and extend it to schools in Beijing. We envisage fostering the application of Learning Villages to the whole Chinese community.

Farmtasia II is another online learning platform developed by CAITE. It is a near real-life online interactive world modelled upon a set of multi-disciplinary domains. The simulation environment of a farm in Farmtasia II provides an immersive experience for students to acquire different subject knowledge and skills.

In order to explore the transfer of learning in Farmtasia II, a case study was conducted upon a project entitled "Immersion Learning with Farmtasia II in Liberal Studies for Junior Secondary Students" in 2009. As revealed by the findings, transfer of learning did occur between Farmtasia and authentic environment. Students' prior experience in Farmtasia affected their performance in new tasks. Furthermore, a positive relationship was found between the availability of prompted questions and the level of learning transfer. Students, with the provision of prompted questions by teachers, showed a greater extent on learning transfer. It was also found that the transferred learning included, but not limited to, problem-solving abilities, critical thinking habit, and other higher-order skills.

In order to draw more public attention to the two pioneering education systems, CAITE will strive to refine them and further promote them in future.

The simulation environment in Farmtasia was created on the basis of real data. Each point on the map referred to a city. Students could make their own decision on where to build their farm.

Students formulated various investment and operational strategies to output both high-quality and quantity farm products to the market in order to make profit, and at the same time, to collaborate with other farm managers to protect the environment.

普通話教育研究及發展中心

研發小學生普通話水平測試

廈門大學中文系李如龍教授在「普通話教中文」(2009)研討會上確切地說：「在香港，普通話教中文切實可行。」據不完全的統計，目前香港小學正在推行普通話教中文(普教中)的學校約有30%；語文教育及研究常務委員會的統計資料顯示，五年內「普教中」的小學將上升至50%。可以預見，「普教中」將成為香港語文教學改革的一大趨勢，並且，這個發展趨勢是不可逆轉的。

為小六學生，尤其是「普教中」學生評測普通話能力，達到「以評估促進學習」的目的，檢測「普教中」的學習成效，研發客觀可靠的測試，以及釐訂測試標準，意義重大！為此，中心於2009年成立測試小組，着手研究測試理論問題。測試小組在國家語委普通話水平測試的基礎上，並參考內地和香港的一些測試經驗，嘗試建構具有香港特色的小學生普通話水平測試模式。研究人員認為，衡量香港小學生普通話水平的指標有三：(1)能正確讀出約2,500個常用漢字的普通話讀音；(2)能用普通話語音正確讀出中文教材中學過的常用詞語；(3)能用普通話語音正確讀出最低限度的輕聲詞和兒化詞。此外，「掌握普通話的語音系統」亦表現為一定的語音正確率，例如正確率要求達到80%以上，甚至達到90%以上。

2009年12月中，保良局田家炳小學應中心邀請，鼓勵小六學生參加模擬測試，反饋了寶貴的信息。今後，中心將進行大規模的採樣，對修訂評分標準、釐訂等級描述以及編制測試綱要等，都有重要的參考價值。

小六學生參加模擬測試

Hong Kong Centre for International Student Assessment

Linking Research to Practice: From PISA to Classroom Teaching

In order to make PISA assessment framework and items more available to teachers for their pedagogical practices, a series of seminars and workshops on the PISA Reading and Mathematics frameworks were organized from March to May. Through participating in the seminars and workshops, teachers could learn how to evaluate students' learning effectively while building up their repertoire of assessment.

Invitation to SCORE Annual Conference (in Royal Society, London, 26 February 2010)

HKPISA Centre Manager, Mr. Wai-leung Kwong, was invited to give a presentation at the Science Community Representing Education (SCORE) Annual Conference in Royal Society, London. Around 200 scholars attended the conference. In his presentation, Mr. Kwong reported the PISA science literacy results to illustrate the outcome of science education in Hong Kong and explained the underlying factors. Please visit the Centre's Website (http://www.fed.cuhk.edu.hk/~hkpisa/) for more details.

HKPISA 2009 Main Study

The HKPISA Centre has been busy with the post-survey data treatment. Since the implementation of the Main Study in schools in May 2009, it is now half way through the one-and-a-half-year-long preparation towards the international result release scheduled in December 2010. With Shanghai and Singapore joining PISA 2009 that potentially would have high student performance, we are looking forward to seeing how Hong Kong students would perform compared with their counterparts of four societies (i.e., Shanghai, Singapore, Macao, and Taiwan) where Confucian heritage culture has a significant influence.

Development Projects

優質學校改進計劃

自1998年起至今，香港中文大學一直獲教育局撥款資助，開展一系列理論與實踐並重的全面學校改進計劃。過去12年，優質學校改進計劃（Quality School Improvement Project, QSIP）及其前身計劃已為超過300所中、小學及特殊學校，以夥伴協作形式提供全面專業支援。總結以往實踐經驗，本計劃一直深信，無論學校所面對的外在環境和挑戰如何，學校改進工作依然不離「以人為本」、「從心出發」等核心價值。因此，本學年，優質學校改進計劃（2008–2011）仍然堅持「目標一致」、「賦權承責」及「發揮所長」的原則，根據學校情勢及實際需要提供整全、互動、有機的專業支援，以回應學界及社會人士對本計劃的認同及多年支持。

面對教育政策及社會環境不斷變遷，教育工作者需要時刻探索新知、反思自我，才能持續改進、自我完善，回應教育界、社會的種種挑戰。因此，本計劃除了提供校本專業支援外，亦一直積極發展跨校、跨地域的交流平台，讓寶貴的學校改進經驗得以沉澱，俾能在教師之間、學校之間，以至地區之間共享。

建立本地跨校交流平台

根據本計劃多年經驗所知，學校改進工作雖然艱巨，但首要仍不離「人」的轉化。因此，本計劃自2005年起組織跨校學習社群，透過定期的專業交流聚會，集合來自不同學校、不同崗位的老師就特定主題進行學習和分享，進一步匯聚各校具潛質及影響力的核心人員作重點培育。跨校學習社群成立多年，參加者均表示獲益非淺，需求亦愈加殷切。本計劃於本學年所設學習社群包括小學中文科「雙乘計劃」、小學英文科「MEET計劃」、小學數學科「信心教師計劃」、「小學課程統籌主任學習社群」及「小學副校長學習社群」，聚集了逾150位教師作定期聚會。以「雙乘計劃」為例，聚會隔週舉行一次，透過工作坊、實踐、觀課，與教師交流學科教學及科組管理經驗。

除此之外，本計劃每年均會分別為成員中、小學舉辦聯校教師專業發展日，按中、小學界的發展趨勢及專業知識，度身編排不同範疇的工作坊及講座；參加教師可因應個人專長、興趣參加不同環節，各取所需。本年度的小學及中學「聯校教師專業發展日」已於2009年11月13日及12月4日順利完成。小學聯校教師專業發展日的主題為「新世代的學與教」，中學組則為「回歸基本的有效教學」，環節內容相當多元化，包括教學理論和策略、課程設計、評估、學生培育、學校發展規劃等多個不同範疇。學校對此反應相當踴躍，兩次發展日的參與中、小學數目共有42所，人數達1,750人，其中37所學校更將當日定為全體教師專業發展日。據本計劃於兩日所收集的回應所知，參加者的評價相當正面。

參與海外學術研討會議

本計劃一方面把教育理論和研究知識帶到學校，帶動學校改進，同時亦着重研究發展，以緊握當代教育發展趨勢。為此，本計劃積極參與各地華文學者、教育工作者舉辦的學術研討會。基於多年合作，本計劃與兩岸四地學校改進同業已建立起相當成熟的交流基礎，透過定期舉行研討會及互訪，更深入地探索各地教育發展和學校改進的相關工作。2009年11月20及21日，本計劃同工應邀參加由台灣淡江大學課程與教學研究所與國家教育研究院合辦之「課程與教學輔導網絡之建構」學術研討會，與當地超過250位學者、教育同業交流本計劃於香港所推動的學校改進工作。兩地夥伴協作專家的實踐經驗得以結合及互相豐富，對於累積和總結華人地區的學校改進經驗，實有莫大裨益。

展

Programmes for Professional Development

學生活動教育系列——兼讀制「中小學學生活動管理專業文憑課程」

香港中文大學香港教育研究所與香港課外活動主任協會早於上世紀90年代，已認識到課外活動師資培訓的重要，由1997–1998年起合辦兼讀制「中學課外活動管理專業文憑課程」（前稱證書課程），及由2003–2004年起合辦「小學課外活動管理專業文憑課程」（前稱證書課程），致力培訓中小學課外活動管理人員，提升前線教師帶領課外活動的技巧，以發揮學生活動的教育功能，藉此促進學生的多元經歷及全人發展。兩項課程是現今香港唯一的中學及小學課外活動全面培訓課程，亦是教育局認可與課外活動專業相關的教師晉升修讀課程。兩項課程至今已有約700名畢業生，他們在課外活動前線教學工作中，扮演着積極的領導角色。

隨着近年香港中小學的教育及課程改革、新高中課程的實施和教學範式的轉移，各中小學均積極推行各種各類的全方位學習活動，並為學生提供不同類型的學習經歷，而中小學合辦學生活動的機會亦比前增多，課外活動與課堂活動的界限日漸模糊。有見及此，香港中文大學教育學院、香港教育研究所與香港課外活動主任協會計劃自2011年起，將上述兩項專業文憑課程合併重組為「中小學學生活動管理專業文憑課程」，以回應中小學學生活動的實質轉變，配合學員的需要。這亦有助銜接由香港中文大學教育學院、香港教育研究所與香港課外活動主任協會於2005–2006年起合辦之「學生活動教育文學碩士課程」。

合併重組後的「中小學學生活動管理專業文憑課程」，內容豐富，共有4個必修單元及2個選修單元。學員除修讀必修單元外，亦須修讀其中一個選修單元。新課程內容包括學生活動的基礎知識與理論、學生活動的管理、學生活動的實踐、學生活動專題探究、學生活動的組織與運作。課程強調結合理論與實踐，包括歷奇體驗及生態考察等實習內容。新課程亦為學員提供了學術及經驗交流的平台，讓來自不同中小學的學員交換課外活動管理心得，促進彼此的專業成長。

價值教育普及課程

在新高中改革浪潮中，「終身學習、全人發展」是教育局一直強調的重要目標。要學生具備終身學習的能力，首要提升他們的思考能力；要學生成為有人生方向、具通達識見的人，價值思維不可或缺。為了讓教師和相關專業人員更能掌握促進學生價值思考的原則和方法，香港教育研究所將於6月舉辦一系列專業發展工作坊，就不同價值主題的教學作研討和示範，包括：

- 價值思考之始：思考自我
- 左右做人難！：思考共處
- 誰是香港人？：思考社會
- 思考流行文化

與此同時，我們亦聯同價值教育學會為高中學生首次開辦「思考價值」課程。課程將於本年6月和7月舉行，包括三節工作坊和一次學習營：

- 工作坊一：思考自由
- 工作坊二：思考傳媒
- 工作坊三：思考潮流
- 學習營：我愛思考‧型！

我們期望跟教育同仁一起為培育香港青少年的價值思考而努力。

詳情可致電31634490/31634467或電郵至hkier-training@cuhk.edu.hk查詢。

家長教育

2009 年，香港教育研究所為求讓更多人認識「家長教育」，編製了一本《家長教育》小冊子。小冊子收錄了數篇由家長教育文學碩士課程導師和畢業生所寫的短文，包括對晚年的看法、孩子成長的挑戰、家長教育的意義、家庭教養模式、幸福人生等。以下列出短文題目以供參考：

- 「金色年華」與「落寞待棄」
- 保持通話
- 「家長教育」的疑問
- 小四品學兼優學生之家庭教養模式
- 幸福人生的開始——當家長能夠享受為人父母的情懷
- 給兒子一封未來的信

對小冊子有興趣的人士，可於「家長教育文學碩士課程」課程網址下載：
http://www.fed.cuhk.edu.hk/hkier/mpt

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E-mail: hkier@cuhk.edu.hk
Website: http://www.fed.cuhk.edu.hk/hkier
Tel: (852) 26096754 Fax: (852) 26036850

Editor: Chun Ka-wai, Cecilia
Executive Editor: Fung Wai-kit
Editorial Assistant: Mui Big-bing, Cherry