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香港中文大學
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Hong Kong Institute of Educational Research
The Chinese University of Hong Kong

🖳 Research and Development Highlights

賽馬會「觸境生情」虛擬實境語文教學計劃

莊紹勇教授

前人説觸景可以生情，今天科技使我們觸「境」也可生情，這「境」指的就是虛擬實境（virtual reality, VR）。賽馬會「觸境生情」虛擬實境語文教學計劃（下稱計劃）便是自此意念而生。計劃得香港賽馬會慈善信託基金捐助2千3百萬港元，由香港中文大學學習科學與科技中心主辦，香港文學研究中心、香港教育研究所、聖公會聖馬利亞堂莫慶堯中學協辦，並獲香港中文大學圖書館支持。

計劃旨在運用虛擬實境科技加強學生中文讀寫能力，培養文學素養及人文關懷精神。傳統寫作教學多由教師提供取材角度，再由學生想像及發揮，較為單向；加上學生欠缺觀察觸覺及生活體驗，缺乏對人、物、社區的理解與關懷，因此大多作品描寫粗疏，亦未能投以真情實感。計劃開發的虛擬實境教學平台EduVenture®VR，運用虛擬實境技術為學生建構觀察平台，使學生從課室瞬間轉移到文學作品描寫的地方，令他們沉浸於具文學元素的虛擬場景，選取自己感興趣的視點，學習仔細觀察箇中人事，體會地景情意，醞釀更深刻的反思。

為期三年半的計劃預期有12所學校參與，受惠學生可達7,000人次。計劃涵蓋教學設計及實踐、校本支援和教學研究。計劃團隊會製作虛擬實境教材套，內容包括虛擬實境相片及影片教件，閱讀、寫作和説話教學建議等。此外，計劃團隊亦會向所有參與學校提供校本支援，協助學校開展虛擬實境語文教學。計劃團隊將製作九套虛擬實境教材，並與參與學校共同調適教材。共27套不同程度的教材會上載至計劃資源庫，供學界使用。全港教師均可參加計劃不同類型的培訓和講座，了解計劃的教學實踐情況、成果及研究結果等。

2019年5月4日，計劃在香港中文大學舉行了啟動禮，向學界簡介計劃理念，得到媒體廣泛報道。計劃開展至今已製作了三套教材，舉辦了四場公開課和一場分享會，並定期舉辦教師培訓，向有意實踐虛擬實境語文教學的教師介紹EduVenture®VR。計劃團隊正訪談參與師生，以分析計劃成效。初步的研究結果已在世界各地的學術論壇中發表。盼望計劃能推廣虛擬實境語文教學，促進電子學習的應用，提升中國語文教與學的效能。

01　賽馬會「觸境生情」虛擬實境語文教學計劃啟動禮
02　賽馬會「觸境生情」虛擬實境語文教學計劃教件拍攝過程
03　賽馬會「觸境生情」虛擬實境語文教學計劃學生上課情況

賽馬會「校本多元」計劃 ── 發揮校本優勢，培育多元才能

香港中文大學香港教育研究所「**優質學校改進計劃**」（**Quality School Improvement Project, QSIP**）獲香港賽馬會慈善信託基金捐助，聯同香港大學教育學院、香港紅卍字會大埔卍慈中學、循道衛理聯合教會亞斯理衛理小學及資訊科技團隊，合辦賽馬會「校本多元」計劃。計劃旨在透過多方協作及學校參與，在不同層面提升學校照顧和發展學習多樣性的能量。

發展校本多元管理模式

計劃於 2018 年正式啟動，為期三年，致力從支援全體學生入手，建立校本多元管理模式（school-based diversity management model）。計劃集多個協作單位的專長，透過「展析多元」、「拓展選擇」、「推進協作」三個項目推行，目標分別是建立以學生為本的校本數據平台、優化課程教學與評估，以及推展有效課堂學習支援。學校可按校情選擇參與一個或多個項目，並按所參與的項目獲得額外資助及專業支援。

QSIP 是計劃的主要協作單位之一，負責由 2019–2020 學年起支援「拓展選擇」項目。QSIP 團隊裏的中、小學課程專家，透過在中、英、數、常／通識各科的協作，協助學校配合校情發展及應用「適異教學」（differentiated instruction）的理念，使不同能力的學生都能學得更好。QSIP 亦着重在協作過程中培育校內課程及教學領導，讓他們在實踐之中掌握推動科組改進的策略。學校可選一至兩個學科與 QSIP 協作，並以其中一級作先導試驗，繼而在學校逐步擴展至其他級別或學科，從而達到推動學校全面改進的長遠目標。

「拓展選擇」課程領導跨校學習社群

QSIP認為若要成功推動科組發展「適異教學法」並將相關改進植根於學校，校內科主任和級統籌老師擔當重要的領導角色。故此，QSIP除提供校本支援，亦為參與學校推薦的教師提供跨校共同學習平台，透過經驗交流、共同探究、分享資源等，建立專業網絡，加強教師在課程領導上的專業角色及能量。第一次「課程領導跨校學習社群」培訓活動於2019年10月25日在香港中文大學順利舉行，未來將繼續透過觀課議課活動、專業交流等形式加強發展。

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01　賽馬會「校本多元」計劃啟動禮暨簡介會
02　「拓展選擇」課程領導跨校學習社群第一次聚會的參加者和QSIP團隊、計劃合作夥伴
03　「拓展選擇」課程領導跨校學習社群參加者透過分組討論及反思，交流各自學校學生的學習特性和能力，以及相應的教學策略

Research Consortium on Education Policy and Development in Greater Bay Area

To foster development of the Greater Bay Area (GBA) initiatives through activities that will reflect the power of scholarship in the advancement of understanding and common interests of the developmental endeavours of education in the GBA, the Research Consortium on Education Policy and Development in Greater Bay Area was proposed to be established under the HKIER.

A main goal of this proposed Consortium is to establish The Chinese University of Hong Kong as an important hub that can facilitate research and development efforts in the higher education sector within the GBA. We will seek to provide analyses for formulating policy, disseminating information for research and academic purposes, and supporting the educational development for regions in the GBA with a focus on higher education. Specifically, the Consortium aims to:

1. contribute to economic growth of the GBA with a strong focus on human capital development;
2. conduct systematic investigation on current and emerging opportunities and challenges in higher education in the GBA;
3. form strategic partnership on research and policy development between school systems and the education faculty in higher education institutions in the GBA;
4. foster, among higher education institutions, multidisciplinary research collaboration that primarily focuses on education issues across the GBA;
5. create and maintain a database on public education in the GBA;
6. use evidence-based research to inform and improve policy and practice in education in the GBA.

The proposed Consortium will undertake several functions:

1. Adopting a shared research agenda for in-depth enquiries and developmental work on the following potential key issues:
   - Student performance at the provincial, municipal, and school level: Trends and patterns of distribution
   - Non-cognitive development
   - Opportunity inequality and skill-based workforce (returns in income, migration, urban-rural differences)
     - Example: Longitudinal, census data on high-skilled and low-skilled immigrants in cities in the GBA regarding the economic and social returns of the differentiated workforce
   - Student engagement in higher education
     - Example: Stratified random sampling of students in higher education institutions in the GBA in a study on the nature of student engagement in mathematics learning to inform teaching and quality assurance in higher education
   - Innovation
   - Management and operations
     - Example: Develop a longitudinal database on policy and management for the 11 urban school systems in the GBA to inform policy and practice, including measures on funding and implementation of key education reform initiatives
   - Health and wellness
     - Example: Develop annual city and school report cards on health and wellness to promote mental and physical growth for youths in the GBA
2. Convening conferences and workshops on education research and policy development in the GBA annually;

3. Serving as a clearinghouse on GBA education policy and implementation issues;

4. Maintaining the data infrastructure (such as data-sharing agreement) to support ongoing policy research and development; and

5. Fostering scholarly publication and research dissemination for policymakers.

Establishing strategic partnerships with leading research universities in GBA areas including Shenzhen University, Sun Yat-sen University and South China Normal University will be part of the strength of the Consortium, which serves as a platform for high-profile scholars of partner universities to visit The Chinese University of Hong Kong and enhance academic and research collaborations.

The Research Consortium will be led by Professor Stephen Wong and Professor Kenneth Wong with Professor Alvin Leung and Professor K. T. Hau on the Advisory Committee.

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2019–2020年度中學學位教師專業培訓課程

為協助中學教師符合晉升更高職級的資格,香港教育領導發展中心於2019–2020年度獲教育局委託籌辦「中學學位教師專業培訓課程」,為48位中學教師提供93小時的培訓。課程涵蓋九個單元,分別為專業操守與價值觀、專業願景與閱歷、專業領導行動學習、中學教育的主要發展、課程研究進階、學生的訓育與輔導、部門管理、學員共選的課題,以及展示學習成果。課程旨在:

1. 使學員掌握中學課程、教學法和教學及評核方法的最新趨勢;
2. 令學員更深入了解中學教育的發展;
3. 提升學員擔任學科主任所需的管理知識與技巧;
4. 提供最新的理論及實踐方法,並提升學員支援不同專業發展階段的老師的能力;
5. 提供師友支援的實踐技巧;
6. 令學員掌握行動學習的基本知識與實踐技巧;
7. 加強學員對輔導理論及過程的了解;
8. 加深學員對學生在學習上情感需要的了解,並提升其處理學生紀律問題的能力;
9. 擴闊學員視野,提高學員身為領袖和革新者的使命;
10. 提供研討平台,給資深老師交流意見和經驗。

課程於2019年12月14日開展,為期一個學年。為提升教師專業培訓技巧和學校領導能力,本中心於2020年1月4日假德貞女子中學舉行學員退修營,透過一系列團體活動,加強學員實踐教師專業發展的不同技巧,並協助學員反思教師的角色。課程除課堂講授外,學員亦獲編入不同小組,與來自他校的學員分享和討論行動學習計劃,又與同一學科的學員討論相關學科的課程發展,並於學期末向導師及學員匯報學習成果,互相交流研習所得。

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01　中心總監關譽綱教授簡介課程目標及學習內容
02　學員在退修營中反思投身教育的初衷

Centre for Research and Development of Putonghua Education

普通話教育研究及發展中心

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推廣小學生普通話水平測試

2011年起，普通話教育研究及發展中心定期於香港中文大學舉行「小學生普通話水平測試」（XPSC）。近年，中心積極向各區小學推廣到校測試服務。中心職員於2019年6月及12月分別到路德會沙崙學校、沙頭角福德學社小學及嘉諾撒小學，為逾百名高年級學生進行電腦錄音測試。中心另於2019年暑期舉辦了一天的「小學生普通話暑期學堂」活動，安排學生參觀中文大學校園及賽馬會氣候變化博物館，並在小組活動後分批進行測試。

參照中心舉辦國家語委普通話水平測試的成功經驗，避免小學生為測試過於背誦及操練，XPSC設置既定測試題型，但不設指定溫習範圍；測試內容就日常生活與學校生活設題，目的是考查學生真實的普通話水平。成績評定為五個等級，歷年來整體成績優異，大部分考生都獲取銀章級或以上，測試信度高。

小學生普通話水平測試的錄音由國家級普通話水平測試員評定成績。張美靈女士多年來為XPSC考生評分。她認為「小學高年級學生學習了普通話有五、六年，基本掌握朗讀和說話能力，能夠流利地用普通話做自我介紹。學生大多掌握普通話聲、韻、調的正確發音，也能準確拼讀詞句，反映在小學普通話課堂教學中，除了教授聲母、韻母、聲調的正確發音，還注重培養拼讀、拼寫音節的綜合能力。在朗讀短文部分，沒接觸過的篇章也能流暢地朗讀，可見普通話課堂教學重視朗讀課文的訓練。大多數學生能用普通話講述一人、一事、一活動，具備良好的普通話口語表達能力」。

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01　到訪嘉諾撒小學進行測試
02　小學生普通話暑期學堂活動

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INSLA: Health Behaviour in School-aged Children (HBSC) — Main Study Underway

Since 2017, the Hong Kong Centre for International Student Assessment (HKCISA) has collaborated with the Centre for Youth Studies in HBSC, a large-scale cross-national study coordinated by the World Health Organization (WHO) Regional Office for Europe. The Field Trial was successfully conducted in 2018, and the results were released in a press conference on 11 June 2019. Afterwards, our research team submitted a research proposal for the Main Study to the Policy Innovation and Co-ordination Office (PICO) and received funding of the Public Policy Research (PPR) Funding Scheme. The Main Study, which commenced in September 2019, includes a student questionnaire survey and interviews for vice principals and teachers. It aims to provide empirical evidence for formulating children's health-related policies, enhancing the integration of existing policies, and promoting health and healthy lifestyle of children.

INSLA: A Mapping Study of NEQMAP

Prof. Esther Ho, our Centre Director, was invited by the Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) of UNESCO to undertake a mapping study. The purpose of this study was to map the national policies and practices of 24 countries through collecting, analyzing, utilizing, reporting and disseminating different types of learning assessment results during 2005–2015. The study was completed, and Prof. Ho was invited as a keynote speaker in the NEQMAP annual meeting to present the major findings on 11 November 2019.

HKLSA: Moving Towards a New Phase

The Wave 5 Questionnaire Survey of the Third Phase of HKLSA Study was successfully implemented during January to May 2019. To continue to trace the patterns of transition of the sampled young adults until age 25, the research team prepared a research proposal for the Fourth Phase, and it was funded by the Research Grants Council (RGC) in the 2019/20 General Research Fund (GRF). This new phase of HKLSA will include an interview study in the first year (2020) and a questionnaire survey in the second and third years (2021 and 2022).

EPSIP: Collaboration in a Curriculum Reform Review Study

From August to October 2019, HKCISA collaborated with the Hong Kong Association of the Heads of Secondary Schools (HKAHSS) in a survey study titled "Survey on the Curriculum Reform: From Present to the Future". The study aims to solicit the opinions of principals and teachers on the existing local curriculum and the curriculum needs for the future. Over 1,300 principals and teachers of local secondary schools participated in the survey. The findings were presented in the Education Colloquium of HKAHSS on 30 October 2019.

International Exchange and Event

Prof. Esther Ho was invited to be an advisor for the Southeast Asia Primary Learning Metrics (SEA-PLM), which aims to assess and monitor students' acquisition of knowledge and skills and to improve the quality of primary education in Southeast Asia. She was also invited as a keynote speaker by the United Chinese School Committees' Association of Malaysia (Dong Zong) to share about Hong Kong's education reform in a conference in Malaysia from 30 November to 2 December 2019.

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01 Research Team Members of the HBSC Study (From left to right): Prof. Anthony Ying-him Fung, Prof. Annisa Lai Lee and Prof. Esther Sui-chu Ho

02 Promotion leaflet of HBSC in Hong Kong

03 Prof. Esther Ho and participants in the conference in Malaysia

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Recent Activities

Prof. Morris Jong has been appointed as the Co-Chair of IEEE Education Society Technical Committee on Learning Sciences, Associate Editor of IEEE Transactions on Learning Technologies, and Section Editor of *International Journal of Serious Games*. He has also been appointed as a member of the Board of Directors of Hong Kong Education City (HKEdCity).

Prof. Morris Jong gave a keynote speech "Leveraging Mobile Technology to Facilitate Outdoor Social Inquiry Learning" in the 12th International Conference on Educational Research (ICER 2019) held in Thailand, held from 25 to 27 September 2019.

New Projects

Pleasr refer to Table 1.

Recent Publications in Journals

Dong, A. M., Jong, M. S. Y., & Shang, J. J. (2019). Achievement pathway of higher-order thinking through classroom interactions in the flipped classroom. *Modern Educational Technology*, *29*(2), 46–51.

Geng, J., Jong, M. S. Y., & Chai, C. S. (2019). Hong Kong teachers' self-efficacy and concerns about STEM education. *The Asia-Pacific Education Researcher*, *28*(1), 35–45.

Gu, X., & Tse, C. S. (2018). Abstractness and desirableness in human value system: Self-transcendence values are construed more abstractly but felt more closely than self-enhancement values. *Asian Journal of Social Psychology*, *21*(4), 282–294.

Huang, Y., Tse, C. S., & Xie, J. (2018). The bidirectional congruency effect of brightness-valence metaphoric association in the Stroop-like and priming paradigms. *Acta Psychologica*, *189*, 76–92.

Jong, M. S. Y. (2019). Sustaining the adoption of gamified outdoor social enquiry learning in high schools through addressing teachers' emerging concerns: A three-year study. *British Journal of Educational Technology*, *50*(3), 1275–1293.

Jong, M. S. Y. (2019). To flip or not to flip: Social science faculty members' concerns about flipping the classroom. *Journal of Computing in Higher Education*, *31*(2), 391–407.

Jong, M. S. Y., Chan, T., Hue, M. T., & Tam, V. (2018). Gamifying and mobilising social enquiry-based learning in authentic outdoor environments. *Educational Technology and Society*, *21*(4), 277–292.

Jong, M. S. Y., Chen, G. W., Tam, V., & Chai, C. S. (2019). Adoption of flipped learning in social humanities education: The FIBER experience in secondary schools. *Interactive Learning Environments*, *27*(8), 1222–1238.

Lan, Y. J., Botha, A., Shang, J. J., & Jong, M. S. Y. (2018). Technology enhanced contextual game-based language learning. *Educational Technology and Society*, *21*(3), 86–89.

Siu, T. S. C., McBride, C., Tse, C. S., Tong, X., & Maurer, U. (2018). Evaluating the effects of metalinguistic and working memory trainings on fluent reading in Chinese and English: A randomized controlled trial. *Frontiers in Psychology*, *9*(2510), 1–13.

Tse, C. S., & Yap, M. J. (2018). The role of lexical variables in the visual recognition of two-character Chinese compound words: A megastudy analysis. *Quarterly Journal of Experimental Psychology*, *71*(9), 2022–2038.

Tse, C. S., Chan, M. H. M., Tse, W. S., & Wong, S. W. H. (2019). Can the testing effect for general knowledge facts be influenced by divided attention or experimentally-induced anxious mood? *Frontiers in Psychology*, *10*(969), 1–17.

Table 1: New Projects

Project Title	Period	Funded by	Principal Investigator
Developing Pedagogic Strategies for Incorporating Interactive Learner-immersed Video-based Virtual Reality in Learning and Teaching of Physical Geography	08/2019–09/2021	Research Grants Council	Prof. Morris Jong
Chinese Lexicon Project Part II: A Database of Normed Naming Performance for Chinese Two-character Compound Words	01/2020–12/2021	Research Grants Council	Prof. Chi-shing Tse
Jockey Club Community Care and STEM in Action	09/2019–12/2022	Hong Kong Jockey Club	Prof. Morris Jong
Jockey Club Enhancing Chinese Language Literacy Through Educational Virtual Reality	09/2018–02/2022	Hong Kong Jockey Club	Prof. Morris Jong
Videos on IT Tips for e-Learning	02/2019–12/2020	Education Bureau	Prof. Morris Jong
Using IT for STEM Learning Activities in Secondary Schools	01/2019–12/2020	Education Bureau	Prof. Morris Jong
Strategic Use of e-Reading Resources, IT Tools and Innovative Pedagogies to Enhance Student e-Reading and Reading Motivation in English Language	01/2019–01/2021	Education Bureau	Prof. Morris Jong
Pedagogical Design and Strategic Use of Mobile Learning to Enhance Student Engagement and Learning Effectiveness in Primary Schools	01/2019–12/2020	Education Bureau	Prof. Morris Jong
Using Mobile GIS, Drones and VR in Geography Fieldwork	01/2019–08/2020	Education Bureau	Prof. Morris Jong
Pedagogical Design and Strategic Use of Virtual Reality to Enhance Learning and Teaching Effectiveness	11/2018–11/2020	Education Bureau	Prof. Morris Jong
Strategic Planning and Implementation of School-based Bring Your Own Device Policy and Acceptable Use Policy	11/2018–11/2020	Education Bureau	Prof. Morris Jong
Effective Use of Mobile Computer Devices for e-Learning	11/2018–11/2020	Education Bureau	Prof. Morris Jong
Strategic Use of e-Reading Resources, IT Tools and Innovative Pedagogies to Enhance Student e-Reading and Reading Motivation in Chinese Language	11/2018–11/2020	Education Bureau	Prof. Morris Jong

A project meeting of Jockey Club Community Care and STEM in Action

Quality School Improvement Project
優質學校改進計劃
www.fed.cuhk.edu.hk/~qsip

訪問QSIP現任總監陳鴻昌先生

問：你會如何介紹QSIP的工作？

QSIP自1998年成立至今，已由最初的單一計劃，逐漸發展成現時以多元平台協助學校改進的組織。我們得到不同的撥款支持，已服務逾600所本地中小學、幼稚園及特殊學校，亦為中國內地、澳門及台灣等地區提供專業培訓。這些經驗使QSIP團隊在大學與學校間的合作發展中發揮了領導作用。

問：QSIP的工作有何特別之處？

「學校醫生」照顧校本獨特需要

QSIP一直致力透過不同形式的協作，推動本地學校進行「以學校為本」的改進。不少學校形容我們像「學校醫生」，因為我們的支援是就校情提供對症下藥的改進建議，而非硬生生地把某一方法套入學校中實踐，這就是我們常說「互動、有機」的意思。此外，QSIP的支援不單集中在某一點，而是在「整全」概念下同時關注學校不同層面的發展，扣連「學校整體規劃及文化」和「個別學科或功能組別效能」，這就是我們常提及的「大、小齒輪配合」。

問：未來有何發展動向？

以「整全式學校改進」理念結合教育關注議題

於本地教育改革浪潮的不同時期，QSIP的發展都圍繞着我們的遠景目標——「增強教師專業能量，協助學校建立持續改進的文化，最終提升整體教育質素」。

照顧學習差異、學生自主學習及教師評估素養等都是近年學校的關注事項。我們有幸獲得資助開展多項計劃，以整全式學校改進的理念，與前線教育工作者一起探討這些關注事項。本學年開展的賽馬會「校本多元」計劃，正是以照顧學習差異為題的好例子。

QSIP 2019–2020支援工作概要

項目	目標及工作
傳承「動」起來：香港中小學中華文化課程設計與推廣	• 由田家炳基金會捐助，支援9所中、小學 • 提升教師的課程與教學創新及實踐能量 • 透過跨學習範疇課堂及實踐體驗，引起學生對傳統中華文化的興趣，建立文化歸屬感
優質學校改進計劃：透過全面提升評估素養優化學生學習進程（QSIP-CEAL）	• 由優質教育基金資助，支援8所中、小學 • 從分析校本需要入手，集中於「課程」及「教師」兩個層面強化教師實踐，進行有效學習評估
賽馬會「校本多元」計劃	• 協助18所中、小學發展並應用「適異教學」的理念，培育學校及課程領導，建立全港優良課堂教學示例資源庫
專業學校改進計劃	• 為接近40所本地中、小學及7所澳門學校進行校本支援 • 以學校自資的形式，提供專業支援 • 主題涵蓋學校發展計劃、中層領導培育、教學改進及全方位學習等

01　陳鴻昌先生與QSIP團隊每週進行專業討論，
　　總結學校改進經驗

02　傳承「動」起來──導入課

03　「校本多元」──課程領導跨校學習社群

04　專業學校改進計劃── 中層培育工作坊

「學生輔導」、「學校訓導及課室管理」、「家長教育」專業文憑課程——課程主任專訪

2019年8月，陳芷筠女士加盟香港中文大學香港教育研究所成為全職講師，出任「學生輔導」、「學校訓導及課室管理」和「家長教育」三項專業文憑課程的課程主任。陳芷筠女士成為研究所全職講師之前，已積極參與課程的教學工作，對該三項課程有深入了解，尤其擁抱課程的獨特理念和專業取向。陳女士現時在課程中擔當領導角色，帶領課程發展邁進新里程。以下是她分享對課程應有目標及成效、所承擔使命和未來發展的願景。

身為課程主任，你認為課程應達至甚麼目標及使命？

香港社會正經歷急劇轉變。香港人受到不少問題困擾，而人際關係疏離、人與人缺乏溝通且失去互信，正是這些問題的主因。其中，兒童和青少年問題增多並惡化，令父母和師長不單感到力不從心，而為求得到解決方案更疲於奔命。透過學習心理輔導，課程能大大提升教師或父母的相關效能，並幫助他們關顧兒童及青少年身、心、社、靈的全面發展，加強專業支援、推動教育專業發展及培訓。

這三項課程有何共同及各自的特色呢？

這三項課程皆以「人本主義」、「存在主義」及「生命回顧」的理念為主幹，理論與實踐兼備，均鼓勵學員不斷自省以提升素質，以及尊重專業倫理操守。學生輔導專業文憑課程分享輔導的本質、輔導理論、輔導過程、輔導技巧、輔導者的修為和輔導者自我了解的重要。學校訓導及課室管理專業文憑課程着重訓導者的自律和自重，反思訓導的理念，認識如何在嚴厲與寬容之間實踐情理兼備的訓育工作。家長教育專業文憑課程的核心理念是家長為本，在回顧人生的得失和心結中出發，鼓勵學員檢視為人父母的心路歷程，重拾為人父母的動力，再思家長教育的核心信念、三代承傳的影響和家庭穩固的重要。

課程的成效和貢獻為何？對課程有何展望？

三個課程自1999–2000年開辦至今，學員都十分擁護課程所抱持的獨特理念和特色。各課程為學員提供了傳承專業知識的平台，當中的學習和得着能直接或間接令他們服務的受眾得益。其實在充滿挑戰的社會

氛圍下，課程能緊貼社會需求及學員需要最為重要。課程團隊有共同理念且盡心盡力，是課程成功獲得認受的主要因素。在未來歲月裏，各課程將在專業態度、知識及技巧傳授、課程自主和溝通與詮釋上努力不懈，回應社會的需求及學員的關注！

陳芷筠女士

📚 **Academic Publications**

Journals 學報

Education Journal

http://hkier.fed.cuhk.edu.hk/journal/?page_id=117

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Type 類別	Topic 講題	Speaker 講者	Date 日期
In-house Seminar for Postgraduate Students	Considering Different Perspectives on Urban School Governance by Tin Ka Ping Distinguished Visiting Scholar	Professor Kenneth K. Wong Walter and Leonore Annenberg Chair for Education Policy, Brown University, U.S.	05/03/2019
In-house Research Seminar for Academic and Professional Staff	Federal Policy in U.S. Education: Equity, Accountability, and Innovation by Tin Ka Ping Distinguished Visiting Scholar	Professor Kenneth K. Wong Walter and Leonore Annenberg Chair for Education Policy, Brown University, U.S.	07/03/2019
Public Lecture	Federalism and Education: Cross-national Lessons by Tin Ka Ping Distinguished Visiting Scholar	Professor Kenneth K. Wong Walter and Leonore Annenberg Chair for Education Policy, Brown University, U.S.	11/03/2019
個人成長及家長教育講座系列2019	訓輔紅白藍——訓輔者的使命與挑戰	陳芷筠女士 香港教育研究所兼任講師	04/05/2019
個人成長及家長教育講座系列2019	家庭關係與青少年成長	姚簡少薇女士 香港教育研究所專業顧問	07/09/2019
2018/19校董法律專題講座	校董的核心素養與學校管理相關的法律知識及應用	黃嘉純律師、李富成牧師 蘇文傑律師、葉成標校監 周偉雄大律師、蔡世鴻校長	16/05/2019 17/05/2019 05/06/2019
2019/20校董法律專題講座	校董的核心素養與學校管理相關的法律知識及應用	葉成標校監、蘇文傑律師 李富成校長、楊晉祺大律師 蔡世鴻校長、周偉雄大律師	04/11/2019 03/12/2019 18/01/2020

Announcement

The HKIER is pleased to announce that Prof. Dongshu Ou has been appointed as Associate Director of the Institute from 1 August 2019. She is currently Associate Professor at the Department of Educational Administration and Policy, who specializes in Economics of Education. Her two core areas of research interest are the impact and consequences of educational reforms, and the interactions of human capital and immigrant integration. Prof. Ou has extensive research and consultancy experience on educational policy for major organizations, including Centre for Economic Performance at the London School of Economics, UNICEF, the Ford Foundation, and New Visions for Public Schools.

Please join us in congratulating Prof. Ou on her new appointment. She is a welcome addition to the management team on the Institute's journey of achieving excellence.