



香港教育研究所

Newsletter

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

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Research Notes and Innovations

The Sub-committee on Review of School Education within the Board of Education issued its 'Report on Review of 9-Year Compulsory Education' in March 1997. This review is of significance to the future development in school education. To prepare for this report, the Sub-committee commissioned the Faculties of Education of both The Chinese University of Hong Kong and The University of Hong Kong to conduct a research relating to the 9-year compulsory education. The Chinese University is responsible for investigating the aims, objectives and implementation of the 9-year compulsory education. A brief summary of this research is reported below.

9-year Free and Compulsory Education : Aims, Objectives and Implementation

This large scale research is conducted by a research team comprising the following members:

Professor Wong Hin-wah, Dept of Curriculum & Instruction, CUHK (Principal investigator)

Professor Lee Chi-kin, Dept of Curriculum & Instruction, CUHK

Professor Hau Kit-tai, Dept of Educational Psychology, CUHK

Professor Ni Yujing, Dept of Educational Psychology, CUHK

Mr. Hui Kwok-fai, Dept of Educational Studies, HKIEd

Mr. Hon Hau-sut, TWGHs Wong Fut Nam College

Mr. Tsui Chun-cheung, LKWFSL Wong Yiu Nam Primary School PM

Objectives

The purpose of the study is:

- To review the aims of the nine-year compulsory education and
- To assess the effectiveness of the policies, strategies and measures of the 9-year compulsory education.

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Research Questions

(refer to Table A, page 3)

Methodology and Samples

Due to the generic nature of the research questions, various research methods are employed:

(a) literature and document analysis; (b) interviews, focus group interviews and discussions; (c) analysis of attainment test scores; (d) questionnaire survey.

Table A lists the methods used in identifying answers to the research questions.

Findings

1. From literature review and in-depth interviews, it is evident that the government has never explicitly stated any aims and objectives of compulsory education especially those for students' learning.
2. Since the 9-year compulsory education has no specific aims and objectives, it will be redundant to answer if the aims and objectives of compulsory education have been achieved. Instead, teachers' opinions on the following issues have been identified : (a) the significance of the subjects; (b) the teacher's confidence level in teaching the subjects successfully; and (c) the importance of the suggested aims and objectives in different categories of the educational process.
3. The opinions collected through public educational forums, seminars and submissions of recommendations to the Board of Education focus mainly on three areas :
 - (a) The students' academic problems
 - (b) Students' behavioral problems
 - (c) The problem of utilization and allocation of resources
4. An analysis of findings of questionnaire survey, interview and from the scores of the Attainment Tests for Chinese Language, English and Mathematics from 1992 to 1995 yields the following conclusions :-
 - Within the period of the 9-year compulsory education, students begin to experience chronic learning problems in primary three, especially in English and Mathematics;
 - Within the period of the 9-year compulsory education, students are more and more uncomfortable about their school life;
5. For most students, the learning problems are related to the learning situation in the classroom and the pressure of tests and examinations.
5. A systematic and objective mechanism to evaluate the effectiveness of the educational policies, strategies or measures of compulsory education is lacking.
6. Curriculum design
 - Only the aims of formal curriculum have been perceived to be designed according to the nature of universal education. The other elements of the formal curriculum are more oriented towards selective education.
 - In regard to the design for learning and the process of learning in the classroom, the prevalent mood in most schools has been perceived to be oriented towards selective education. There is a divergence in the perception of the curriculum between curriculum designers and curriculum users. The curriculum designers always believe that the formal curriculum is oriented less towards selective education. Their perception of the instructional curriculum is the same.
7. On utilization and allocation of educational resources, the analysis points to the fact that the investment in primary education by the Hong Kong government is far too little when compared with developed countries.
8. A number of suggestions on improving the quality of universal education have been submitted to the Board of Education from the general public. They are as follows:-
 - Establish identifiable aims and objectives of education;
 - Strengthen the professionalism of teachers;
 - Increase funding to education;
 - Redefine the meaning of 9-year compulsory education; and
 - Review the existing curriculum.
9. Since the compulsory education was first introduced in 1978, on the whole, it is found that no concerted effort has ever been put forward by education policy planners, curriculum designers, institutes of teacher education and teachers to the development of 9-year compulsory education in terms of its aims, curriculum, teachers education and process of instruction in the classroom.

Table A: Research Questions, Methods and Targets

<i>Research question</i> <i>Targets</i> <i>Method</i>	What are the aims, objectives, and targets of 9-year free and compulsory education?	How far have we been achieving such aims, objectives and targets? If not, why not?	What are the problems arising from the enforcement of 9-year compulsory education? What are the causes and possible solutions?	When and why pupils fail within their course of compulsory education? Are existing measures and resources adequate or effective in achieving the aims and objectives of compulsory education and in addressing pupils' learning and behavioural problems?	Are the existing policies, strategies and measures appropriate and sufficient to cover the aims and objectives?	Is the existing curriculum appropriate for achieving the aims and objectives of compulsory education? What should be enhanced?	Is there any mismatch in resources utilization and allocation?	What improvement measures should be introduced to the existing system for achieving the desired aims, objectives and targets?
Literature Review/Document Analysis	Policy papers and documents/ International and local literature	Local literature	*	Local literature	ERS research papers Local Literature *	Local literature	International and local literature	*
Individual Interview, Focus group interview/discussion	Policy makers and advisors, sponsoring bodies' responsible persons, Principals and Teachers	Teachers and Principals	Teachers and Principals	Students, Teachers and Principals	Policy makers and advisors, sponsoring bodies' responsible persons, Students, Teachers and Principals	Principal Inspectors and Principal, Curriculum Officers of CDI	Policy makers and advisors, sponsoring bodies' responsible persons, Teachers and Principals	Teachers and Principals
Data Analysis				Attainment Test				
Questionnaires	Teachers and Principals	Teachers and Principals	Teachers and Principals	Teachers and Students	Teachers and Principals	Principal Inspectors of CDI, Members of CDI and subject committees of the Primary and Secondary Coordinating Committees, Teachers		


*Record of Open Forum and Focus Group Discussion; Submissions to BoE from School Councils / Association and Sponsoring Bodies/Schools/Others

Recommendations

Recommendations on various areas have been made based on the findings. A selected number of recommendations are highlighted below :

1. Aims and objectivies
 - The aims and objectives of compulsory education should be stated clearly.
 - The problem of learning failure and its causes are crucial issues of universal education and should be dealt with in primary grades.

2. Educational policies
 - The Board of Education should clarify the differences between universal education and selective education and after extensive consultation, establish some standards and basic requirements of primary and junior secondary education which include knowledge, ability and interest.
 - The Education Commission should study the experience of countries with similar level of economic development when it formulates policies for resource allocation. Resources should be allocated to primary sectors as first priority to solve the learning problems of students.

3. Areas for further research
 - An evaluation of the curriculum and teaching of the different models of teacher education based on the basic criteria of 9-year compulsory education.
 - The evaluation of the effectiveness of the Curriculum Development Council and the Curriculum Development Institute should be based on whether they can design curriculum for universal education.
 - Further research on the problem of educational wastage. Further investigation into the reasons of student failure in primary education and why educational resources have not been utilized effectively. 

Getting HKIER information on World Wide Web (WWW)



Users can make use of WWW browsers such as Netscape Navigator or Microsoft Internet Explorer to access the Universal Resource Locator (URL) of the HKIER, which is "http://www.fed.cuhk.edu.hk/~hkier". Users can select information by clicking the mouse.

General Information

- Inauguration
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Events

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- Past Events

Publications

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Main Activities

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- Consultancy Services

Reference Collection

- General Notice
- Database Searcher

Any users who wish to send enquiries or suggestions concerning the HKIER home page may send an e-mail to "hkier@cuhk.edu.hk".

Research Programmes

In the last issue we gave a summary report of the five research programmes that the HKIER is co-ordinating at present. In this issue, we would like to report in greater detail on the progress and achievement of one of the research programmes.

Comparative Studies of Curriculum Design, Development, Implementation and Evaluation in the Asia-Pacific Region

Principal investigator : Professor Wong Hin-wah

Date of commencement : September, 1993

Duration : Five years

Total research fund : HKD 3,180,504 (Language Fund, UGC Direct Grant and Education Department of Hong Kong)

Projects completed :

- *The Transformation of Curriculum-making Mechanism in Hong Kong, 1988 - 1994*
(Co-ordinator : Prof. Chung Choi-man)
- *Mathematics Curricula for Universal Education : A Comparative Study*
(Co-ordinator : Prof. Wong Ngai-ying)

Projects still in progress :

- *An Evaluation of the Feasibility and Problems of Implementing the Target-oriented Curriculum*
(Co-ordinator : Prof. Lam Chi-chung)

A questionnaire survey has been conducted to identify teachers' knowledge of and attitudes towards TOC. As part of the project, consultancy service in the form of conducting talks and school visits has also been rendered to three primary schools which implement TOC. A progress report of this project has been published as an occasional paper by the HKIER. Another article on teachers' readiness in implementing the new curriculum is also collected in a book on TOC.

- *The Status and Needs Assessment of Environmental Education in Primary Schools*
(Co-ordinator : Prof. Lee Chi-kin)

This project investigates the status of environmental education in primary schools and its needs as perceived by teachers. Survey data from 1,300 teachers were collected and analysed. The results of the analysis will be published.


- *An Evaluation of the Design and Implementation of Curriculum and Instructional Materials for Nine-year Universal Education in China's Coastal Regions*
(Co-ordinator : Prof. Wong Hin-wah)

This project attempts to evaluate the instructional materials used in China's Coastal Regions. 15 sub-groups, each working on a school subject, have been formed. To enhance the effectiveness of the study, discussions with experts from South China Normal University were held and field visits to Guangzhou were made as well.

- *Research and Development Programme on Teaching and Curriculum for Chinese in Primary and Secondary Schools*
(Co-ordinator : Prof. Wong Hin-wah)

This project covers various key issues in the teaching and learning of Chinese in Hong Kong schools. 11 sub-groups have been formed to look into these issues and over 40 teacher educators and school teachers take part in this project. In relation to this project, over 14 papers and 3 monographs have been published.

- *The Aims, Objectives, Targets, Enforcement of 9-year Compulsory Education and the Assessment and Allocation System*
(Co-ordinator : Prof. Wong Hin-wah)

This research project is a tendered research invited by the Board of Education, Stage One of the project is completed. (Some of its findings are reported under the 'Research Notes and Innovations' Section.) Stage Two has started recently and it involves in-depth investigation into student motivation, teacher beliefs, curriculum, teacher education and resource allocation. 

Conferences, Seminars and Public Lectures

Designing Schools for the 21st Century: Considerations for Hong Kong's School Leaders (28 Feb - 1 March, 1997)



One of the concurrent sessions at the Conference

This international Conference, jointly organised by the Department of Educational Administration and Policy and the Hong Kong Institute of Educational Research, attracted over 150 Hong Kong educators, including school principals and Education Department officials, as well as academics from Mainland China, Thailand, Australia, and the United States.

The conference was opened by Mrs Helen Yu, the Director of Education for Hong Kong. The keynote speech was delivered by Dr. Alan Bain from Brewster Academy of U.S.A. who stressed the need to integrate computer technology into the whole school curriculum and to recognise individual differences more in catering to the needs of students of varying abilities. Other speakers included Professor Brian Caldwell from Melbourne University, Professor Brian Rowan from the University of Michigan, Professor Li Yixian from Beijing and teaching staff in the Department of Educational Administration and Policy.

Workshop

A very successful pre-Conference workshop was also conducted by Dr. Alan Bain, with the assistance of Professor Clive Dimmock of CUHK, on the same theme - designing schools to meet future individual and societal expectations and needs, with special reference to Hong Kong. The positive support and favourable response from delegates served to highlight the importance of



Dr. Alain Bain (centre) at the workshop

school leaders as well as policy makers attending to how schools and schooling should be reformed in order to serve the needs of Hong Kong in the next millenium.

Basic Education in Transition – Challenges and Renewal (5 April, 1997)

The eighth Conference on Primary Education was organised by the Faculty of Education, CUHK, the Hong Kong Institute of Educational Research and the Hong Kong Primary Education Research Association.

Keynote speakers included Prof. Tan Songhua, Deputy Director General of the National Center for Education Development Research, PRC, and Prof. Chen Liju of National Kaohsiung Normal University who delivered speeches on resources allocation in education in Mainland China and Taiwan respectively. The other presentation sessions addressed topics on compulsory education, language education, teacher education, education quality, curriculum development and counseling and guidance.



Prof. Chen Liju (left) and Prof. Tang Songhua, pictured at the Conference on Basic Education

普通話教育研討會——過渡與開創 (一九九七年五月廿三至廿四日)

一九九八年九月，普通話將成為本港中、小學的核心課程。一九九九年開始，對語文教師（包括普通話教師）的語文基準要求逐步實行。普通話與中國語文科的關係，以及普通話作為教學語言的討論時有所聞。隨著香港主權轉換，普通話的地位日漸提高，使用也越來越普遍。

為了讓從事和推廣普通話教育者探討本港普通話教育的現狀和未來的發展，香港中文大學教育學院與香港教育研究所特別舉辦研討會，廣泛探討與普通話教育有關的問題。主題演講嘉賓為來自國內的謝建猷教授、于漪教授、盧鍾鶴教授、趙淑華教授和張銳教授。其他嘉賓講者有來自國內的專家、學者，還有本地中、小學和幼稚園的老師、視導人員、師資培訓人員和傳播事業工作者等。是次研討會吸引了二百多名關注本港普通話教育的人士參加。

Seminars

Date	Topic(s)	Speaker(s)
10/5/1997	未踐的諾言：「九年強迫教育」再檢討	黃顯華教授，曾榮光教授，侯傑泰教授，鍾宇平教授 (香港中文大學)
8/5/1997	The Effects of Schools and Communities on Children's Educational Outcomes	Prof. Jon Douglas Willms University of New Brunswick, Canada
2/5/1997	A Time for Reflections, 96-97 (III)	Teaching staff of Faculty of Education, CUHK
14/3/1997	The Conceptualization and Measurement of Academic Self-Concept	Prof. William Michael University of Southern California
21/2/1997	A Time for Reflections, 96-97 (II)	Teaching staff of Faculty of Education, CUHK
14~15/2/1997	Gifted Education Training Seminar Series: Teaching Gifted Students	Dr. Kuo Ching-Chih National Taiwan Normal University
29/1/1997	Faculty Seminar on Professional Relevance	Prof. Leslie N. K. Lo, Prof. Wong Hin-wah CUHK
25/1/1997	在職中學教師進修課程研討會 - 新科技對學校行政及教學的影響	康文海先生 順利天主教中學 鍾財文教授 香港中文大學 任伯江博士 嶺南學院
18/1/1997	在職中學教師進修課程研討會 - 多元化師資培訓的檢討	關定輝先生 教育署 陳若敏教授 香港中文大學 韓孝述先生 東華三院黃笏南中學
17/1/1997	A Time for Reflections, 96-97 (I)	Teaching staff of Faculty of Education, CUHK
10/12/1996	Quality and Education	Prof. Wilfred Carr University of Sheffield, UK
19/9/1996	Integration of Values in the Curriculum	Dr. Rose Marie Salazar-Clemena De La Salle University, The Philippines

Public Lectures

Date	Topic(s)	Speaker(s)
19/3,24/3,26/3, 28/3 (1997)	Learning and Understanding: East and West	Prof. Ferenc Marton University of Gothenburg, Sweden
26/2/1997	On the Value of Value-Added Assessment of School Effectiveness	Prof. Brian Rowan University of Michigan
19/11/1996	New Initiatives of Effective Education: the Accelerated School Movement	Prof. Henry M. Levin Stanford University
15/11/1996	An International Comparison of Policies and Practices in Secondary School Examinations	Prof. Max Eckstein Columbia University

Forthcoming Conferences & Seminars

The 14th Annual HKERA Conference

The HKIER is a sponsor of the 14th Annual Conference of the Hong Kong Educational Research Association to be held on November 15-16, 1997 at the Chinese University of Hong Kong. The theme for the conference is "Compulsory Education and Beyond", which reflects educators' current concerns about improving on, and developing beyond, compulsory education.

The Organising Committee is now inviting proposals for papers, workshops, poster sessions, and symposia. The deadline is June 30, 1997. Further information can be obtained from:

Tel: 2609 6928 Fax: 2603 6850

E-mail: wylaw@cuhk.edu.hk

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

在職中學教師進修課程研討會

時間：上午九時三十分至中午十二時三十分

地點：香港中文大學教育學院何添樓B6室

五月三十一日

主題：華人社會的教育行政與學制

講者：何進博士 聯合國開發計畫署駐華代表處
社會發展處處長。

謝小芬博士 台灣國立清華大學通識教育中心
副教授。

陳騰芳先生 新加坡南洋理工大學國立教育
學院教育政策與管理學系高級
院士。

六月七日

主題：華人社會的教育課程與教學

講者：施良芳教授 中國華東師範大學教育系

系主任、師範教育研究所所長。

李隆盛教授 台灣國立台灣師範大學工業科技
教育系教授兼主任。

Consultancy Services

When Mr. Tin Ka Ping, a beneficent patron, made a 25 million dollar donation to our University in 1993, his wish was that the donation would be used to support educational development in China and Hong Kong. An amount of five million dollars from that generous donation was used to establish the HKIER at our University. Since its establishment, the HKIER strives to fulfill the wishes of Mr. Tin. Among its many activities, consultancy services for tertiary institutions and government bodies in China have been given priority. Given the notable success of past endeavours in this area, this year the HKIER has provided consultancy service at the national level. Towards this end, the following two national workshops were organised in China.

I. Workshop on Data Analyses : The Use of Statistical Software for Educational and Social Research (Beijing, 18 -31 December , 1996)

With the financial support of the SPSS Asia Pacific Pte Ltd., the HKIER organised a two-week workshop on data analysis for educational studies at the Beijing Normal University.

Over 250 key university teachers and researchers from over 27 provinces and cities in China attended the Workshop which introduced to participants the use of statistics and the application of statistical computer software in educational and social research. The workshop was conducted by Professors Hau Kit-tai and Chang Lei of Department of Educational Psychology, CUHK and Professor Meng Qingmao of Beijing Normal University.

The workshop was well received and was widely covered in the media as well. The workshop helps promote the development of empirical research in China.



The Workshop on Data Analyses in Beijing in session

II. Workshop on Counselling (Wuhan, 24 April - 7 May, 1997)

This 2-week workshop was organised by the Hong Kong Institute of Educational Research, CUHK and hosted by Central China Normal University. Over 120 university teachers and academic staff involved in teaching counselling and offering counselling services at tertiary institutions from various provinces attended the workshop. The main purpose of the workshop is to train academics who are teaching and working in the area of counselling with a view to clarifying concepts and to building a relevant base on which their work could flourish. It is also meant to facilitate the setting up of professional counsellor education programmes at tertiary level in China. Key topics in the discipline of counselling were covered. Professors Lam Man-ping and Alvin Leung of the Department of Educational Psychology, CUHK conducted the workshop and delivery modes included lectures, discussion, practicum and case studies.

This workshop was the first of its kind ever conducted in China.

Training Programmes

In an effort to raise the professional competence and enhance the abilities of in-service teachers and school administrators to meet new challenges, the Education Department has commissioned the HKIER, since inception, to organize a number of short-term training programmes for professionals in schools. In the academic year 1996-97, the following training programmes have been organised.

I. Refresher Training Courses for Serving Secondary School Teachers

This 1-year in-service teacher education programme has been run for 5 consecutive years. It is structured around the theme 'Better Teaching Quality with Innovative Ideas'. It aims at enhancing serving teachers' capabilities to meet the needs and challenges of the changing society of Hong Kong. Course content focuses on modern educational theories, ideas and teaching practices in education in general and in the teaching of specific secondary school subjects. Recent policy changes and issues are also discussed. The programme comprises lectures, discussion sessions, seminars, tutorials and independent studies. Lecturers on this programme include staff members from the Faculty of Education, experienced school heads and other educators.

II. Training Courses for Supervisors, Heads, and Deputy Heads of SMI Primary & Secondary Schools

This programme is targeted at supervisors, principals and assistant principals of primary and secondary schools which have joined the School Management Initiative (SMI) scheme. The programme aims at enhancing:

- a) school management personnel's understanding of the principles of the SMI;
- b) their capabilities to apply the theories and techniques of modern management in school planning, structuring, and functioning for school development and effectiveness; and
- c) their capabilities to develop appropriate leadership and strategies to manage resistance, problems and conflicts for the successful implementation of the SMI.

III. Workshops on Selecting and Adapting Learning Materials for TOC (1996 - 1997)

The 15-hour workshop is designed to equip curriculum managers and teachers in primary schools with the concepts and skills in selecting and adapting curriculum materials to cater for individual differences within the

framework of TOC (Target Oriented Curriculum). These workshops are organised according to school subjects. Participants choose two subjects from Chinese, English and Mathematics. A total of 6 parallel workshops have been run.

IV. 教育專業普通話證書課程

香港教育研究所與教育學院、新雅中國語文研習所合辦「教育專業普通話證書課程」，目的是為香港中、小學及幼稚園培訓普通話師資及推廣普通話教育。該課程共有六個單元，包括普通話基礎聽說能力、朗讀及注音能力、口語及聽辨能力、教學語言能力、教學法、課程發展與教材設計六個系列。修畢其中四個課程和考試及格的學員，可獲頒發「教育專業普通話」證書。

凡在職中學、小學幼稚園註冊教師及校長均可申請修讀。如對此課程有任何查詢，請致電 2609 6900。

New courses

Certificate Programme in Management of Extracurricular Activities in Schools

(to be offered in the academic year 1997 - 1998)

This programme has been in operation since 1989. In the coming year, it will be co-organised by the HKIER and the Hong Kong Extracurricular Activities Co-ordinators Association. As the educational values of extracurricular activities have long been recognised, the organisation and management of these activities has become an important part of teachers' duties. There is a need, therefore, for teachers to equip themselves with the principles and practices of organising and managing extracurricular activities. This programme is designed to meet this need. The programme lasts three terms, comprising 30 regular sessions and 7 practicum sessions. Application forms will be sent out to schools in summer.

HKIER STAFF

Programmes for the Gifted & Talented

• Summer Gifted Programme (20-26 July, 1997)

CUHK Summer Gifted Programme is the first summer programme of its kind organized by the University. It aims to provide a challenging and stimulating learning experience to junior high school adolescents through specially designed summer courses and activities. Offering a one week residential programme this summer on the campus of The Chinese University of Hong Kong, the Summer Gifted Programme is funded by the University and is coordinated by the Faculty of Education.

Some of the courses that the program offers in 1997 include:

- Solving Mathematical Puzzles
- Chinese Creative Writing
- Creative Writing
- Lab Problem Solving with PASCAL
- Physics and Its Applications in Daily Life
- Exploring English & Linguistics
- The Dynamics of Nucleic Acid
- Leadership Training
- Audio Visual Production
- The Unfathomable Galaxy – Astronomy
- Understanding Psychology
- Performing Arts

The Summer Gifted Programme not only encourages academic growth in gifted students, but also fosters social development by providing an atmosphere conducive to intensive learning with gifted peers.

School students who are currently in Form 1 and Form 2 (as of September 1996) and who have exceptional aptitudes or academic achievements may apply for admission to the programme. Application is on school nomination basis. School personnel could invite eligible nominees to apply. A limited number of scholarships are available for applicants of exceptional merit and with financial need.

For further enquiries, please contact our office at

Tel: 2609 6900

Fax: 2603 6850

E-mail: patyeung@cuhk.edu.hk

Over the past few months, there have been a number of new appointments within our Institute. Below is our current staff list.

Director

Professor Leslie Lo Nai-kwai

Associate Directors

Professor Hau Kit-tai

Professor Tsang Wing-kwong

Professor Wong Hin-wah

Executive Officer

Miss Ho Kwai-hing, Erica

Executive Assistant

Miss Chow Man-fong, Polly

Assistant Editor

Miss Leung Nim-ming, Carmen

Project Co-ordinator

Miss Ma Yuen-ye, Doris

Research Assistants

Miss Law Wing-ye, Charlotte

Miss Chan Fuk-kun, Priscilla

Computer Technician

Miss Mok Wai-ting, Brenda

General Clerks

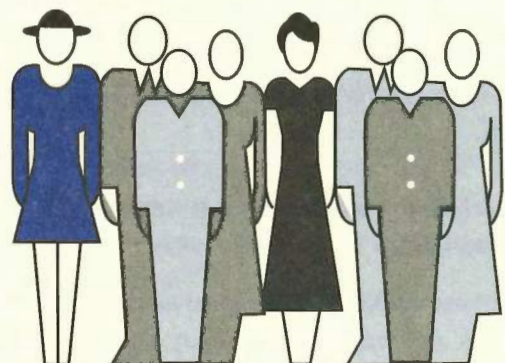
Miss Lo Wing-ye, Mona

Miss Yu Mei-fong, Flora

Office Assistants

Miss Chan Kit-ching

Mr. Chan Shu-ming



Publications

New Publications

教育政策研討系列

香港教育研究所為了給教育政策的制訂，提供理性「議論」的場地與條件，不時安排各類型的「教育政策研討會」，邀約有關決策者、教育專業人士、前線工作者及研究人員，參與討論；並出版有關教育政策研討的文章系列，供各界人士參考。

《教統會第七號報告書》針對學校教育質素，提出改善的措施，於1996年底發出諮詢稿，徵求意見。香港中文大學香港教育研究所及教育學院，在1997年初聯合主辦了一次公開的「教育政策研討會」，討論這報告書的建議。反應非常熱烈。這次研討會由鍾宇平教授統籌，隨後選取了部份文稿，要求講者加以擴充和修訂，交由香港教育研究所出版了以下一系列，從經濟學、社會學、課程研究、心理測量、學校行政等角度，討論《教統會第七號報告書》的專著：



*每本售價 HK\$20

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| 1. 教育產出與優質教育：
一個經濟學的分析 | 鍾宇平 |
| 2. 《教統會第七號報告書》的深層意義：
市場效率的膜拜 | 曾榮光 |
| 3. 「優質學校教育」應是革新抑或是改進？ | 彭新強 |
| 4. 對《教統會第七號報告書》的回應
—量度優質學校產出指標：
甚難解決的眾多問題 | 侯傑泰 |
| —「知易行難」《七號報告書》實施的
三個問題 | 林智中 |
| —從教育財政學角度看《七號報告書》
建議的學校撥款新制度 | 陳玉楷 |
| 5. 教育質素及其有關政策的協調性 | 黃顯華 |

《性教育再思—教育工作者參考手冊》

文思慧、蔡寶瓊編



160頁，平裝本，HK\$60

很多家長、教師和性教育工作者，在「性」方面，不僅是「難以啟齒」而已。更重要的，是大部分成年人對「性」方面缺乏清晰而坦誠的思考，以致對「性」及其有關的文化理念、社會制度以及權力關係不能夠好好地掌握。本書各章中的選材，就正針對著這些重點，引發讀者作深入的個人思考。

本書的主要對象為家長、教師和其他性教育工作者。每章處理一個課題，分別為：性發育、貞操、性欲、家庭 and 安全性行為。每章分四個主要部分：第一部分列舉社會上對某一課題的流行偏見與謬誤，然後作針對性的討論；第二部分討論一些個案，冀能通過實例去引起讀者的思考；第三部分進一步闡釋與課題有關的種種理念；而最後一部分則以問答形式，進一步消除讀者在特定課題上的疑慮。此外，每章都加插一些「視窗」，於適當地方提供一些例証或更深入的討論。這些「視窗」，亦為方便教師設計課室教材之用。

查詢或訂購以上書籍請致電 2609 6999

Forthcoming Publications

1. *Education Journal*, vol. 24 no.2
2. *Journal of Primary Education*, vol.7 no.1

Development Projects

Human Rights Education Teaching Kit for Pre-school Children (公民一二三)*



One of the games in the Teaching Kit

The Civic Education Committee commissioned the HKIER to design a set of teaching materials for introducing the concepts of human rights to children in kindergartens and nurseries. The design work has finished and the teaching kit will be distributed to all kindergartens and nurseries in June.

In March, the Civic Education Committee organised a seminar to promote the teaching kit. Over 400 kindergarten teachers and nursery workers attended the seminar.

The teaching kit is made up of 4 activities to be conducted in schools and 4 learning activities to be used at home by parents. A range of teaching and learning media, including audio tapes, story books, card games and posters are used in the kit.

* 前身為公民四五六

Teaching of General Studies Video Programme (常識科教學)

In collaboration with the Chinese University Press, the HKIER has designed and produced a teacher education package under the patronage of Curriculum Development Institute.

The package consists of a thirty-minute video programme and a teacher handbook. Its purposes are to familiarize teachers with the curriculum and instruction of General Studies and to facilitate school-based curriculum planning. Its content covers a broad spectrum of concerns ranging from basic beliefs and goals to planning and teaching resources.



普通話教學研究計畫

本年七月，香港教育研究所、教育學院與中國國家語言文字工作委員會普通話培訓測試中心合作進行一項研究計畫，目的是探討在本港進行普通話師資培訓的有效模式。國家語委將派出兩位專家來校訪問，協助香港教育研究所和教育學院進行教學試驗。

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