Issue no. 31
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Newsletter

Hong Kong Institute of Educational Research

The Chinese University of Hong Kong

Research Notes and Innovations

School Choice and Parental Involvement: Highlights on Parent Questionnaire Results in PISA 2012 Field Trial

As a result of the declining number of Secondary 1 intake in the past few years, many schools are faced with the risk of under-enrolment or even closure. To improve their enrolment, schools have stepped up publicity efforts such as putting up banners, publishing newsletters, and even providing free school uniform and financial aid. Are these publicity measures effective? Do they fit the criteria of school choice of parents?

Hong Kong Centre for International Student Assessment (HKPISA Centre) conducted a Parent Questionnaire survey and collected 1,867 questionnaires in 2011. Participants of the survey were parents of 35 sampled students from each of the 57 sampled schools. Table 1 shows that four major criteria are most highly valued by parents, namely safe school environment, good reputation, active and pleasant school climate, and high academic achievements.

Are the Criteria of School Choice Different for Parents of Different Educational and Income Levels?

As a further analysis, the parental educational levels are classified into two categories: having graduated and not having graduated from university. The parental income is also divided into three categories: low income (less than $10,000), middle income ($10,000–$34,999), and high income ($35,000 or

above). It is found that parents who have not graduated from university and have low income are more concerned with the expenses spent on and the financial aid provided by the school when compared to those who have graduated from university and have high income. They are also more concerned with the distance of school from home, probably because of the travelling expenses needed.

Connecting With External Parties and Supporting Disadvantaged Parents

In accordance with the above findings, schools should have an understanding of the background of parents, including parental educational and income levels, in their school district. Appropriate school policies and measures should then be formulated to accommodate the needs of parents, especially the disadvantaged ones. These measures can be supported by tapping resources from external parties such as alumni and non-governmental organizations. To develop their uniqueness, schools may also co-organize special courses with external organizations. Parental involvement, which probably brings in parental investment, is undoubtedly another invaluable external resource.

## Promoting Parental Involvement and Exploring Parental Resources

Figure 1 shows that less than 10% of parents have participated in volunteering services in school, assisted teachers, or appeared as guest speakers. This unenthusiastic participation in volunteering work, though typical among Hong Kong parents, can be enhanced to exert the power of parental involvement. As an old saying goes, "many a little makes a mickle". If 7% of parents agreed to participate in volunteering services, there will be 70 volunteers in a school of one thousand students. It would have richly

Table 1: Criteria of School Choice of Parents

Criteria of school choice	Income level				Father who graduated from university		Mother who graduated from university	
	Overall	Low	Mid	High	Yes	No	Yes	No
Safe environment	**3.57**	3.47	3.58	3.64	3.61	3.58	3.66	3.58
Good reputation	**3.42**	3.28	3.42	3.60	3.58	3.41	3.51	3.42
Active & pleasant environment	**3.25**	3.08	3.28	3.37	3.48	3.21	3.42	3.23
High achievements	**3.06**	2.93	3.08	3.12	3.10	3.04	3.11	3.04
Course availability	2.74	2.72	2.78	2.66	2.70	2.72	2.77	2.72
Teaching approach	2.56	2.57	2.57	2.53	2.67	2.52	2.66	2.52
Short distance	2.41	2.49	2.40	2.36	2.23	2.41	2.29	2.42
Low expenses	2.06	2.36	2.08	1.74	1.78	2.09	1.70	2.09
Particular religion	2.04	1.94	2.02	2.18	2.45	1.96	2.41	1.98
Financial aid	2.02	2.49	2.05	1.51	1.52	2.07	1.42	2.06
Other family members	1.59	1.56	1.61	1.53	1.76	1.60	1.61	1.62

Note: 4.00 = very important; 3.00 = important; 2.00 = somewhat important; 1.00 = not important

Figure 1: Parental Involvement in School
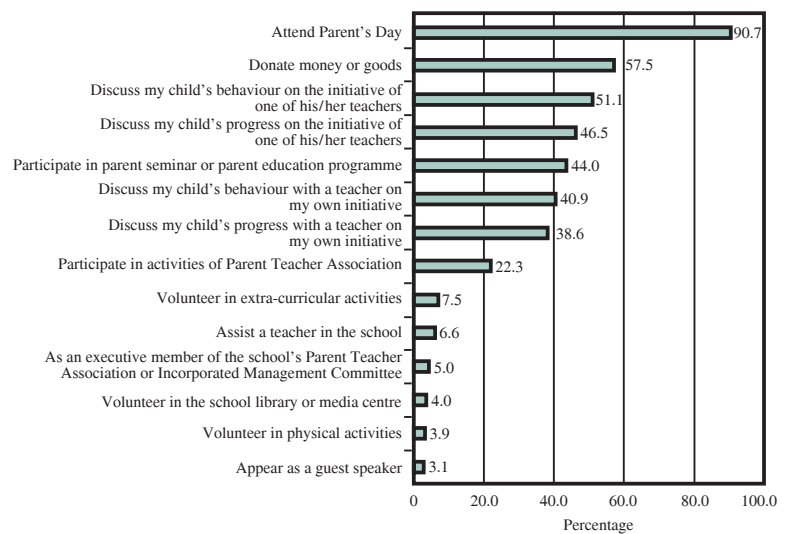
added to human resources in the school. In this regard, schools may invite parents to volunteer in enriching activities such as extra-curricular activities and library work. Furthermore, it is shown that parents rarely act as executive members of Parent Teacher Association or Incorporated Management Committee. This is a common phenomenon among Chinese societies. Research studies of Western societies, however, found that mobilizing parents to participate in school-related activities helped improve students' academic achievement and achieve educational equity of students from different socio-economic background (Ho & Willms, 1996). Given the above findings, it is never too much to emphasize the promotion of parental involvement in schools in Hong Kong.

Reference

Ho, E. S. C., & Willms, J. D. (1996). Effects of parental involvement on eighth-grade achievement. *Sociology of Education*, *69*(2), 126–141.

HKPISA 2012 Main Study: Join us now!

HKPISA 2012 Main Study will take place in April and May 2012. About 150 secondary schools in Hong Kong will be invited to join in. Take this chance to join us!

Research Programmes

Research Programme on Teacher Development

Currently, the following three studies are being undertaken under the research programme.

Study One: The Control Processes and Subjective Well-being of Chinese Teachers

Principal Investigator: Wan-chi WONG

The dynamic of control processes has been recognized as a highly significant area of study in human functioning. Heckhausen and Schulz (1993, 1995) developed the life-span theory of control and specified a model of optimization in primary and secondary control (OPS model) to account for individuals' attempts to regulate their development. Whereas primary control refers to an intervention into the environment, secondary control means a regulation of the internal processes. Our study attempts to extend Heckhausen and Schulz's empirical work to the domain of teaching. On the basis of their theoretical framework and their multiscale questionnaire (Heckhausen, Schulz, & Wrosch, 1998), we have constructed a new instrument, namely the OPS-Scales in the Domain of Teaching (OPST), which contains eight subscales (each having five items). We intend to study the patterns of Chinese teachers' control processes and their relation with subjective well-being (measured by the Positive and Negative Affect Schedule, the Satisfaction With Life Scale, and the Subjective Vitality Scale). Secondary school teachers from two provinces (Hebei and Guangdong) with varied years of teaching experience were involved in the study ($N = 646$). Significance of the study lies in both the theoretical and practical levels. Theoretically, we can further address the question whether the primacy of primary control is universal or culture-specific. We can also provide empirical scrutiny to the life-span theory of control by examining the control patterns of teachers in different age groups. On the practical level, it is worthwhile to have a closer understanding of the relationship between the Chinese teachers' control processes and their subjective well-being. We have completed our data analyses and are ready to share our findings through publications.

References

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Heckhausen, J., & Schulz, R. (1995). A life-span theory of control. *Psychological Review*, *102*(2), 284–304.

Heckhausen, J., Schulz, R., & Wrosch, C. (1998). *Developmental regulation in adulthood: Optimization in primary and secondary control — A multiscale questionnaire* (Technical report). Berlin, Germany: Max Planck Institute for Human Development.

Study Two: Understanding the Creativity of Chinese Teachers by Applying the Test for Creative Thinking — Drawing Production (TCT-DP)

Principal Investigator: Wan-chi WONG

Researchers in the field of creativity studies are well aware of the limitations of some widely applied creativity tests. Two most widely applied tests, the Torrance Tests of Creative Thinking (TTCT) and the Wallach-Kogan Creativity Tests (WKCT), were developed in the 1960s. The Test for Creative Thinking — Drawing Production (TCT-DP), constructed by Urban and Jellen (Jellen & Urban, 1986; Urban, 1991, 1994; Urban & Jellen, 1995/2010), has gained increasing attention in recent decades. This test is in essence an innovative drawing task, asking the subjects to complete a drawing on a sheet provided with a frame and six intriguing figural fragments. Based on their understanding of the nature of creativity, Urban and Jellen developed a set of sophisticated scoring criteria that include continuation and completion of ideas, new elements, connections, boundary breaking, perspective, humour and affectivity, unconventionality, and speed. In our study, we administered the TCT-DP in groups among Chinese teachers. Secondary and primary school teachers from two provinces (Hebei and Guangdong) with varied years of teaching experience were involved in the study ($N = 750$). We have also undergone a rigorous process of assessing the inter-rater reliability of the creativity scores. Results indicated that Chinese teachers' average score in this creativity test was low as compared to previous studies conducted in Europe, North America and Asia using the same test. Particularly weak performance among

the Chinese teachers was found in the criteria of unconventionality, humour and affectivity, perspective, and boundary breaking. We are ready to share our findings and discuss their implications through publications.

References

Jellen, H. G., & Urban, K. K. (1986). The TCT-DP (Test for Creative Thinking – Drawing Production): An instrument that can be applied to most age and ability groups. *Creative Child and Adult Quarterly*, *11*(3), 138–155.

Urban, K. K. (1991). On the development of creativity in children. *Creativity Research Journal*, *4*(2), 177–191.

Urban, K. K. (1994). Recent trends in creativity research and theory. In K. A. Heller & E. A. Hany (Eds.), *Competence and responsibility* (pp. 55–67). Seattle, WA: Hogrefe & Huber.

Urban, K. K., & Jellen, H. G. (1995/2010). *Test for Creative Thinking – Drawing Production (TCT-DP)*. Frankfurt, Germany: Pearson Assessment & Information.

Study 3: Influence of Instructional Tasks on Student/Teacher Discourse in Mathematics Classrooms of Chinese Primary Schools

Principal Investigator: Yujing NI

Instructional tasks (or learning tasks) and classroom discourse are two of the most important features of classroom instruction. These are considered to be key factors that define the links between teaching and learning (Hiebert & Wearne, 1993; Li & Ni, 2011; Stein, Grover, & Henningsen, 1996). Studies show that the two have been clearly defined but there is very little research that has examined explicitly the relationship between them. One of the reasons is that learning tasks and classroom discourse occur mostly simultaneously and interweave with each other in classroom, which makes it difficult to articulate their relations in an explicit way. Based on observation of 90 fifth-grade mathematics classes in Chinese elementary schools, the present study examined the way in which task features such as high cognitive demand, multiple representations, and multi-solution strategies that are promoted by the reformed curriculum, may influence classroom discourse behaviours of Chinese teachers and students. The study has produced these main findings:

1. Only the task feature of high-level cognitive demands positively predicted teachers' higher-order questions;

2. Tasks of multi-solution strategies showed an influence only on teachers' lower-order questioning;

3. Students' highly participatory answers were significantly associated with teachers' higher-order questions, but not to any of the three features of instructional tasks;

4. The task feature of high-level cognitive demands and teachers' higher-order questioning positively predicted the teacher authority in evaluating student responses; and

5. Teachers' lower-order questions appeared to lead more teacher-student shared authority in evaluating student responses.

The findings of the study indicate that the nature of instructional tasks influenced subsequent classroom conversation. Moreover, the influence of instructional tasks on classroom discourse might be prejudiced by the teacher's emphasis on social scaffolding to help establish expectations for classroom participation and authority over classroom discourse or for cognitive scaffolding to support students as they process information in a certain way to construct knowledge (Baxter & Williams, 2010). The study represents one of the few studies that have utilized an inferential quantitative analysis to provide some base information regarding the dynamics among the significant features of mathematics instructional tasks as well as classroom discourse within a Chinese context. The findings are an important tool for reviewing current instructional practice in Chinese classrooms and provide insight into the relationship between instructional tasks and classroom discourse. A report of the study is being under review for publication.

References

Baxter, J. A., & Williams, S. (2010). Social and analytic scaffolding in middle school mathematics: Managing the dilemma of telling. *Journal of Mathematics Teacher Education*, *13*(1), 7–26.

Hiebert, J., & Wearne, D. (1993). Instructional tasks, classroom discourse, and students' learning in second-grade arithmetic. *American Educational Research Journal*, *30*(2), 393–425.

Li, Q., & Ni, Y. J. (2011). Impact of curriculum reform: Evidence of change in classroom practice in Mainland China. *International Journal of Educational Research*, *50*(2), 71–86.

Stein, M. K., Grover, B. W., & Henningsen, M. (1996). Building student capacity for mathematical thinking and reasoning: An analysis of mathematical tasks used in reform classrooms. *American Educational Research Journal*, *33*(2), 455–488.

Programmes for Professional Development

Improving the Teaching of Liberal Studies through Evaluation of Classroom Practice

An issue-enquiry approach is central to the learning of Liberal Studies (LS) in the senior secondary curriculum. It aims to help students develop independent thinking and skills for making informed decisions. However, the learning outcomes of an LS lesson are difficult to measure as they are less clearly defined or tangible than those of other school subjects. A teacher may have prepared a well-planned LS lesson, conducted engaging activities and lively discussions, or the students may have participated actively in discussion or debate. But the learning of students may be superficial and they may end up with very little understanding of the concepts taught or the process of reasoning involved.

To evaluate the effectiveness of an LS lesson, which often involves a lot of student-student and student-teacher interactions, we need to look more deeply into the complex dynamics of the lesson in order to diagnose the strengths and weaknesses of the teaching, and the actual learning outcomes of the students.

In the course "Practicum of Liberal Studies Teaching" (MCLS6301), the participants will review video clips of LS lessons, and construct a series of Classroom Observation Scales for the various stages or activities in the exploration of an issue, such as analyzing a newspaper article, identifying an issue, discussing the views of different stakeholders, reaching informed decisions, conducting group discussion or role play. Each Scale consists of a set of indicators of good practice of teaching, and each indicator is associated with a list of "examples of evidence".

As an illustration, the table below shows a Classroom Observation Scale which is used for evaluating the quality of teaching on conducting a role play activity.

| Indicator	Examples of evidence
Introduction	• T (teacher) sets clear rules for allocation of roles and sets a time limit. • T provides adequate stimulus and background information. • T ensures adequate time for preparation by students.
T demonstrates confidence as a facilitator of learning	• T guides students to comment and evaluate the ideas of other groups. • T motivates passive students to comment and express views. • T summarizes key points or decisions. • There is adequate time for wrap-up and closure of the lesson.
T coordinates role play effectively	• T creates a relaxed atmosphere for group presentation. • T controls the timing of student presentation effectively. • T summarizes and consolidates student presentations (debriefing). • T evaluates student learning after debriefing.

The key indicators of good teaching for this activity include: (1) the teacher provides a good introduction to the activity by setting clear rules and time limit, and ensuring adequate time for student preparation; (2) the teacher facilitates student learning by guiding students to evaluate the ideas of other groups, motivating passive students and summarizing key points; (3) the teacher coordinates the activity effectively by creating a relaxed atmosphere for group presentation, controlling the timing of student presentation and consolidating student presentation.

After constructing the Classroom Observation Scales, the participants will then use them to evaluate their own LS lessons or those of others. The evaluator first looks for concrete examples of evidence in the lesson and then estimates the degree of presence or absence of each indicator by assigning a score. The examples of evidence help the evaluator to diagnose any problem areas and form a clear picture of what good practice looks like. The examples of evidence listed for each indicator are not prescriptive or exhaustive. They can be modified by the evaluator as necessary.

Through the constant use of the Classroom Observation Scales, it is expected that an LS teacher will develop the ability to review and reflect on his/her own teaching to actually improving it, resulting in substantial professional growth in the teaching of LS.

Admission now open for MA Programme in Curriculum Development and Teaching of Liberal Studies (Intake for September 2012). For more information, please refer to:
http://www.fed.cuhk.edu.hk/hkier/mcls
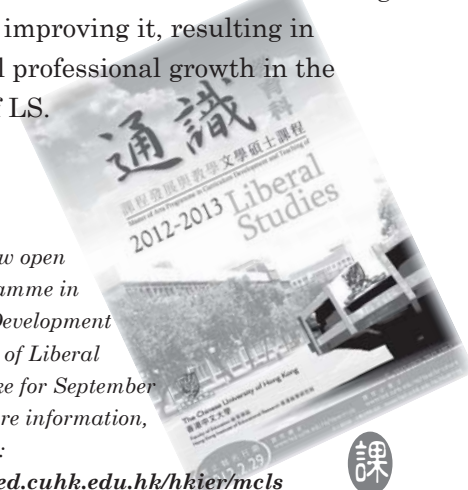
Conferences, Seminars and Public Lectures

研討會及公開講座

日期	題目	合辦單位／講者
19–20/12/2011	2011兩岸四地生命教育論壇： 「後現代及全球化下的生命教育」 〔研討會：19日下午及20日上午〕	香港中文大學校友校長會 香港中文大學教育學院
16/12/2011	香港中文大學教育學院內地同學會第十二屆年會： 變革情境中的「教育拼圖」—— 對中國教育改革 前沿生態的觀察與反思 〔研討會：17日上午〕	香港中文大學教育學院
10/12/2011	第十三屆兩岸三地課程理論研討會： 「課程與教學的探究基礎：為何與何為」 〔內部研討：9日下午及11日上午〕	香港中文大學教育學院 人民教育出版社教育部課程教材研究所 國立臺北教育大學
9/7/2011	生命教育研討日： • 2010/11學年「協助中學規劃生命教育計劃」學習 　經驗分享會暨結業禮 • 「生命關懷與親密關係——重見與重建」研討會	香港中文大學教育學院
19/5/2011	照顧有不同教育需要學生的事業發展： 題目1：你做得到！為有特殊教育需要的學生提供 　　　事業輔導 題目2：引發動力和熱誠：為學業成績稍遜的學生 　　　提供事業輔導	胡嘉如女士（前順德聯誼總會胡兆熾中學 輔導主任） 王嘉怡女士（聖雅各福群會）

價值教育講座系列

29/10/2011	香港價值教育的發展及當中生命教育的走向	鄭漢文博士 （香港中文大學教育行政與政策學系）
22/10/2011	心靈滋養：生命教育的核心課題	關俊棠神父（香港教育研究所）
15/10/2011	反思「怪獸」文化下的教育	唐欣怡女士（香港教育研究所）
21/5/2011	沒有信任，關懷何用？	唐欣怡女士（香港教育研究所）

中學生價值教育系列

25/6/2011– 16/7/2011	思考價值2011	伍美蓮博士（香港教育研究所） 張穎珊老師、文嘉賢老師、江敏而老師、 劉穎聰老師（價值教育學會）

教師支援系列：教師專業發展

10/6/2011	「同心、同路」——與家長有效的溝通	姚簡少薇女士（香港教育研究所）
	「傳道、授業、解惑」——從師生關係開始	陳廷三博士（香港教育研究所）

個人成長及家長教育講座系列

28/5/2011	廿一世紀少年之育成：N世代撞擊	劉翀先生（基督教香港信義會天水圍 青少年綜合服務中心）
	在訓輔中的擇善與固執	陳廷三博士（香港教育研究所）

第十三屆兩岸三地課程理論研討會

「課程與教學的探究基礎：為何與何為」

日期：2011年12月10日（星期六）
時間：9:00 a.m.–5:15 p.m.
地點：香港新界沙田香港中文大學

近年，中國內地、台灣、香港都積極推行教育改革，課程發展不約而同成為三地改革的核心課題。自1999年起，兩岸三地大專院校和學術機構分別輪替舉辦課程理論研討會，曾研討之課題包括：課程理論，課程改革，校本課程發展，課程統整／綜合，課程領導與評鑑，課程改革再概念化，課程發展、教師專業發展和學校更新，課程實施與評價，課程理論與課程改革，課程決定，課程與教學的關係，以及課程發展機制的研究。

本屆研討會將於本年底在香港舉行，三地多位著名學者和課程實踐專家均應邀參與。本屆主題為「**課程與教學的探究基礎：為何與何為**」，包括以下分題：

- 課程／教學探究之方法
- 課程／教學探究之範式與取向
- 課程／教學探究之內涵
- 課程／教學探究與知識基礎
- 課程／教學探究與政策制定之關係
- 課程／教學探究與實踐之關係

如欲了解詳情，歡迎聯絡研討會秘書處：
電話：39436205 或 39434357
傳真：26036850
電郵：ct2011@cuhk.edu.hk
網頁：http://hkier.fed.cuhk.edu.hk/ct2011

研討會程序
2011年12月10日（星期六）

時間	項目
09:00–09:30	開幕禮
09:30–10:30	主題演講
10:30–10:45	小休
10:45–11:45	分組研討（一）
11:45–12:45	分組研討（二）
12:45–14:15	午膳
14:15–15:15	分組研討（三）
15:15–16:15	分組研討（四）
16:15–16:45	茶點
16:45–17:15	總結

程序如有更改，概以大會公布為準

Publications

Journals 學報

Educational Research Journal

Vol. 26 No. 1 (2011)

Asian Journal of Counselling

Vol. 18 Nos. 1 & 2 (2011)
[Special Issue: *International Perspectives on Connectedness in Children and Adolescents*]

Vol. 19 No. 1 (forthcoming)
[Special Issue: *Career Centers: Current International Perspectives*]

Research and Development Centres

## Hong Kong Centre for the Development of Educational Leadership

Assessment for Learning (AfL) Practice in Hong Kong Classrooms

The School Development and Evaluation Team (SDET) has been conducting AfL studies since 2008 (Pang & Leung, 2008, 2010). The recent study attempts to explore whether teachers have any changes regarding their habits of utilizing AfL techniques after participating in the project "To Promote Teaching and Learning Efficacy through the Implementation of Assessment for Learning". The study was divided into two phases: the pre-study was conducted in October 2009 during the first year of the project, whereas the post-study was in June 2011. In both phases, an identical questionnaire was administered to 207 teachers from 10 kindergartens and 2 primary schools.

The questionnaire consists of 64 items for tapping the habit of teachers' utilization of different AfL strategies in their lessons. These strategies include: informing teaching objectives, informing success criteria, effective questioning, observations, quality feedback, self-assessment, peer assessment, collecting learning evidence, and teacher reflections. The respondents were asked to rate against a 6-point scale ("1" for never using the techniques, "2" for rarely, "3" for seldom, "4" for sometimes, "5" for often, and "6" for always) about the habits of using different AfL teaching strategies in their daily teaching.

The results show that there is a significant increase of using the AfL teaching strategies such as "informing teaching objectives", "self-assessment", "collecting learning evidence", and "teacher reflections" in the respondents' daily teaching between the early and final stage of the project (see Figure 1). It could be

Figure 1.   Comparison of AfL Strategies Used Between the 1st and 2nd Year of the Project
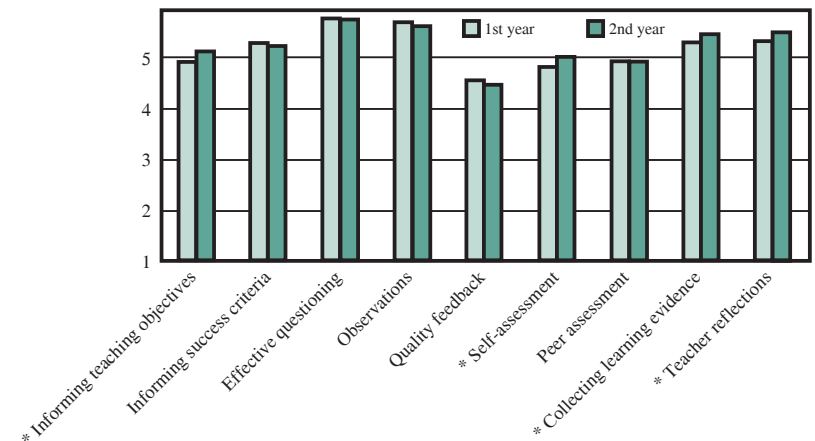
* $p < .05$

interpreted that the project has a positive impact on teachers of the participating schools through promoting the importance of AfL in classrooms. Also, through the training programme and whole-school workshops, teachers' awareness and competence of AfL strategies have been enhanced to a certain extent.

The present research explores teachers' use of AfL skills and techniques in Hong Kong early childhood education settings. While the study employed a quantitative approach, qualitative data are needed in order to consolidate the findings of this research. Nevertheless, the results of the research indicate that more professional training courses for teachers concerning AfL should be provided if the target of "life-long learning" recommended in the current education reform (Education Commission, 2001) is to be accomplished in a successful way.

References

Education Commission. (2001). *Learning to learn: The way forward in curriculum*. Hong Kong, China: Author.

Pang, N. S. K., & Leung, Z. L. M. (2008). *The practice of assessment for learning and metacognitive teaching in Hong Kong classrooms* (School Education Reform Series No. 48). Hong Kong, China: Faculty of Education of The Chinese University of Hong Kong; Hong Kong Institute of Educational Research.

Pang, N. S. K., & Leung, Z. L. M. (2010). *Teachers' competence in assessment for learning in early childhood and primary education* (School Education Reform Series No. 54). Hong Kong, China: Faculty of Education of The Chinese University of Hong Kong; Hong Kong Institute of Educational Research.

Hong Kong Centre for International Student Assessment

## The World's First Study of Digital Reading Literacy: Release of Results

Living in the information age and the Internet world, are Hong Kong students competent users of digital technologies and online information? How do they compare with students in other countries in terms of online reading skills? Hong Kong Centre for International Student Assessment (HKPISA Centre) released the survey results of digital reading literacy, as part of PISA 2009 study, on 28 June 2011. With the aim of studying students' ability to apply knowledge in daily life where digital technology is increasingly significant, PISA 2009 incorporated digital reading assessment on top of the conventional written assessment. Hong Kong students ranked fifth in digital reading among the 19 participating countries and regions. Online activities such as participating in online forums and using emails were found to be positively correlated with students' performance. The press release article, presentation slides and sample test items can be downloaded at HKPISA Centre's Website (http://www.fed.cuhk.edu.hk/~hkpisa/). You can also find some interesting findings in the July 2011 issue of the Centre's newsletter, available at the Centre's Website, about students' use of the Internet and computers at school or at home.

Digital reading assessment of PISA 2009

The Fourth HKPISA Report Published

The Fourth HKPISA Report, which summarizes the results of the four cycles of PISA in Hong Kong, was published in July 2011. The Report provides useful information for teachers, principals and educators for their teaching and decision making. To get a FREE copy of the Report, schools may complete and return the reply slip enclosed in the July 2011 issue of the Centre's newsletter. Any other interested parties may also order the Report using the order form available at the Centre's Website.
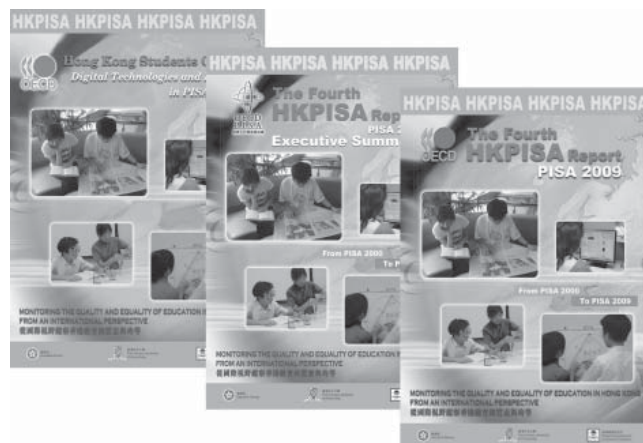
The Fourth HKPISA Report

Invitation to PISA 2012 Main Study in Hong Kong

Thanks to the participation and support of the 57 sampled schools, the Field Trial of PISA 2012 was successfully completed by May 2011. The post-survey data treatment is in progress and the findings will soon be released to the participating schools. The Main Study, which will take place in April and May 2012, continues to exploit digital technologies in the assessment of mathematics, problem solving, and reading. We earnestly appeal to schools which are invited for their participation in this forthcoming Main Study. We also extend our invitation to all practising teachers to be test markers about 2 weeks after the implementation of the survey. This exercise, which lasts for about 6 weeks, can serve as a continuing professional development activity for teachers.

Centre for the Advancement of Information Technology in Education

In the past few months, the Centre for the Advancement of Information Technology in Education (CAITE) continued to actively promote its innovative learning ideas to schools, to collaborate with the academic communities in organizing research-related activities, and to develop new learning environments.

Promotion of Innovative Learning Ideas: Game-based Collaborative Learning Platform

The project "Game-based Collaborative Inquiry Learning" was launched by CAITE in 2006 and has continued to promote the establishment of learning partnerships among schools and instil students' interest in collaborative inquiry learning. Up to now, participants included those from secondary and primary schools from the U.S., Beijing, Foshan, Guangzhou, Shandong, Taipei, and Singapore. Over 15,000 students enjoyed the activities organized with their subject-specific knowledge enriched and their higher-order thinking skills enhanced. Also, over 500 teachers were trained to help students with collaborative learning on the Web.

The project for the year 2010–2011 was successfully completed following the closing ceremony and artifact exhibition on 25 June 2011. Officials, guests, principals, teachers and students from Hong Kong, Beijing, Guangzhou, Taipei and Singapore attended the event. The ceremony started with an opening ceremony and speeches given by guests of honour, including: Mr. She Mang, Chief Curriculum Development Officer (Information Technology in Education) of Hong Kong Education Bureau; Prof. Cheung Sin-pui, Derek, Associate Dean of Faculty of Education, The Chinese

University of Hong Kong (CUHK); Mr. Shi Hong-min, Deputy Director of Information Centre in Yanqing, Beijing; Mr. Feng Qing-huang, Chief Secretary of Education Bureau of Taipei City Government; Mr. Tong Sau-chai, Henry, Deputy Director of Hong Kong Taoist Association Academic Department; and Mdm. Lim Bee-kim, Jocelyn, Vice-Principal of Nanyang Primary School in Singapore. A sharing session and award presentation then followed. Schools were impressed by the opportunity provided for students to share their views as well as experiences and showcase their practices to others during the exhibition.

CAITE has started the project with a new matching pattern in this academic year. Schools can freely choose to collaborate with schools from other 2 or 3 regions.

Collaboration with Academic communities

Global Chinese Conference on Inquiry Learning 2011, co-organized by CAITE, Chinese Society for Inquiry Learning, Guangzhou Education Bureau, Department of Education of Taipei City Government, and Graduate School of Education of Peking University, was successfully held in CUHK campus on 7–9 July. More than 150 researchers and teachers from Hong Kong, Macau, the Chinese mainland and Taiwan were inspired by the keynote speeches from Prof. Luo Xing-kai, Guangxi Normal University and Mr. Li Wan-chi, CEO of Kang Hsuan Educational Publishing Group in Taipei, and other activities including principal forum, teacher forum and paper presentations. The conference will be held in Huizhou next year.

New Learning Environment Development

EagleEye is a mobile learning system using mobile computers with Global Positioning System (GPS). By using EagleEye, teachers can easily design outdoor-learning activities like playing treasure-hunting games and students can use it to learn. The system was tested and is now put into use. A new project called "Love School, Hong Kong and the Earth" using EagleEye as one of the main learning platforms is now being promoted to schools in Hong Kong. In addition, EagleEye is now being used by a Taiwan school to identify its effectiveness for Taiwan students.

普通話教育研究及發展中心

中心承辦「國家普通話水平測試在香港實施15周年紀念論壇」

2011年5月31日，「國家普通話水平測試在香港實施15周年紀念論壇」順利完成，並取得預期效果。香港中文大學校長沈祖堯教授蒞臨主禮，並代表大會致歡迎詞。沈祖堯校長致詞時表示，國家語言文字工作委員會普通話培訓測試中心先後與香港11所大專院校簽署合作協議，在本港合作開展國家普通話水平測試。15年來，測試獲港人公認為權威的語言測試之一。至2010年底，港人參加測試的總人數已超過7萬人次。「紀念論壇」由香港大專院校普通話水平測試中心、國家教育部語言文字應用研究所、國家語委普通話培訓測試中心聯合主辦，由香港中文大學普通話教育研究及發展中心承辦。國家教育部副部長、國家語委主任李衛紅女士專程赴港，深入考察香港推普情況，親自出席本論壇，反映了國家對香港地區的測試工作高度重視，這對推動本港普通話教育和普通話測試的發展，具有十分重要的歷史意義。

教育部副部長、國家語委主任李衛紅女士以「深化合作交流　促進共同發展」為題，在大會上發言。以下是李部長的發言摘要：

> 語言能力是一個國家、一個地區綜合競爭力的重要組成部分，良好的語言能力對個人的成長、成才和成功具有不可低估的作用和影響。香港同胞學習和掌握普通話，有助於加深與內地的聯絡溝通，也有助於了解和認識祖國的文化。在香港這片中西文化薈萃的土地上，英語、普通話和廣州話和諧共存，各自發揮其應有的作用，符合香港的社會實際和發展需要，有利於鞏固和發展香港的競爭優勢，有利於培養造就更多的國際化人才，有利於促進香港的經濟社會發展。

沈祖堯校長（左）給李衛紅副部長致送紀念品

Development Projects

優質學校改進計劃

2011年是香港中文大學推動校本專業支援的歷程中的重要標誌。秉承「優質學校改進計劃」及其前期計劃自1998年起所累積的深厚支援經驗，計劃團隊繼續探索課堂教學效能，於2010/11學年開展歷時三年的「優質學校改進計劃：學習差異支援」（Quality School Improvement Project: Support for Learning Diversity, 2010–2013），分階段為100所本地中、小學提供處理學習差異的專業支援。同時，計劃歷史性地與商業機構開展協作關係，在九龍倉集團有限公司一億五千萬元資助下，與集團攜手推動一項為期六年的「學校起動計劃」（Project WeCan, 2011–2017），協助本地十所弱勢但進取的中學作全方位改進，預計受惠學生人數多達一萬人。

學校起動計劃

「學校起動計劃」為目前本地專上院校及商界聯手發起之最具規模、最具系統的全方位學校改進計劃，為期六年，旨在全面提升首階段十所成員中學及其學生的整體表現，範疇涵蓋教與學、課餘活動、品行、生涯規劃、學習環境及支援、學生輔導，以至家長與教師的合作等不同層面。期內，優質學校改進計劃團隊會按照各參與學校的情勢及需要提供專業分析及支援，為他們量身訂造一套校本改進方案。

計劃所涉及的一億五千萬元資助金額，逾九成會直接用於學校及學生身上。同時，十所參與學校將會發展網絡，每年由總資金中撥出港幣五百萬元開展「資源庫」，以作學校外購課餘活動及各項支援服務之用。除財政支持外，九龍倉十個業務分部及同系公司將分別跟一所學校配對，按照不同學校及學生的需要，動員各業務分部員工提供支援，例如安排學生與公司員工交流、提供職業講座、服務體驗等等，從而擴展及豐富學生視野，以期他們在生涯規劃上有所啟發。

「學校起動計劃」啟動禮（2011年5月26日）
主禮嘉賓合照

計劃執行總監趙志成博士
為研討會（2011年6月18日）開幕禮主講

在競爭激烈的社會，這些缺乏社會資本及資源、但具有發展潛能的學校及學生，極需要社會各界提供不同形式的支持及機會。計劃屬先導嘗試，期望能向其他對教育工作具承擔及發展熱誠的商業機構發揮示範作用，讓更多學校及學生受惠。

本地大型研討會「學校改進的路與道：總結與前瞻」

2011年是計劃團隊於本地推動整全式學校改進工作的第13個年頭，學校改進工作路遙漫漫，本計劃在過程中與夥伴學校不斷探索，逐步拓展出學校發展及教學提升的路徑，箇中所累積的經驗相當寶貴。為總結及推廣校本整體改進經驗，帶動本地學校發展工作繼續向前邁進，本計劃於2011年6月18日（星期六）假香港中文大學崇基學院首次舉行本地大型研討會，以「學校改進的路與道：總結與前瞻」為主題，與本地中、小學校長、教師、學校改進工作同業及各教育機構工作者，共同回溯計劃過去十多年工作的路與道。

研討會當日，計劃執行總監趙志成博士以「教改帷幕下的學校改進發展歷程」為題作主題演講，為研討會揭開序幕。其後，計劃團隊聯同23位夥伴學校校長及教師嘉賓主持21節多元化的專題演講及主題講座，與參加者交流本計劃推動本地學校發展工作的理論、學校及教育領導的角色與責任、照顧學習差異、不同學科課堂教學實踐、學生培育等不同範疇的改進經驗。計劃總監盧乃桂教授則為閉幕典禮作主題演講，題目為「教育中的多元和差異：學校改進歷程的再思」。大會邀得教育局常任秘書長謝凌潔貞女士及仁愛堂田家炳中學校長戴希立先生為主禮嘉賓，主持開幕及閉幕典禮。教育界對是次研討會的反應相當踴躍，參與學校共143所，人數達730人。研討會雖屬首次嘗試，但它已成功為本地學校支援同業及學校工作者建立起交流橋樑，通過對話及學習，豐富學校改進的經驗及智慧。

展