

Newsletter

The Chinese University of Hong Kong

Issue No. 12

May 2002

Programmes
for Professional
Development

Certificate Programme in Values Education

This certificate programme is offered by the Hong Kong Institute of Educational Research, supported by the Research Programme on Values in Education in Contemporary Societies, in association with the Faculty of Education.

The programme is designed to help values educators, including school managers, principals, teachers, curriculum planners, parents, youth workers and media workers in Hong Kong to pursue axiological inquiry in an educational context and explore varieties of values education. The design of the programme is intended to accommodate not just the needs but also the identities of the subscribers (e.g. electives in “shell” courses) and their sites of practice (schools, homes and others). Additionally, it is designed in relation to other programmes offered by the Hong Kong Institute of Educational Research, so that cross-fertilization and, if desirable, cross-subscription, is possible (e.g. through recognition of courses across programmes).

Objectives

The programme is designed to enable participants to achieve the following:

1. Understand the nature of values, the place of values in education and varieties of values education.

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2. Evaluate oneself as the agent for values education in relation to one's growth experience and situation.
3. Critically review the strengths and weaknesses of current practices in teaching and learning of values in various contexts.
4. Develop the necessary attitudes, values, knowledge and skills for the design and implementation of values education in local school settings and possibly in other sites.

The certificate programme requires completion of two compulsory core modules (concerning the theory and practice of values education in general) and three elective modules (concerning the in-depth exploration of types of values education in various contexts). The two compulsory modules are: values and their place in education, and approaches to teaching and learning of values. The elective modules are: personal values and personal education, social values and social education, ethical values and moral education, aesthetic values and education in the arts, spiritual values and spiritual education, cultural values and multi-cultural education, current debates on values in education, and special topics in values education.

小學環境教育專業進修課程

「小學環境教育專業進修課程」(Professional Enhancement Programme on Environmental Education for Primary School Teachers)是由教育署、香港中文大學教育學院大學與學校夥伴協作中心及香港教育研究所為配合課程改革而合辦的小學教師環境教育培訓課程。李子建教授及胡錦華教授為課程的共同總監。

課程的目標包括：(一)增強教師對環境教育的認識，使他們能領導校內環境教育的開展；(二)增強教師對以生活事件模式發展價值教育的了解，使教師能善用生活事件來促進環保教育的開展：協助學生在日常生活中，對環境建立良好的態度及正確的價值觀；訓練學生的批判性思考能力及進行決策的技巧；從學生角度去建立環境教育的元素；及(三)發展教師從事行動研究的能力。

課程分兩部分，第一部分為互動式的網上學習，第二部分為工作坊。網上學習的主要內容分為四個單元：(一)校本環境教育的設計與實施(校本環境教育、「生活事件模式」的教學方法及行動研究)；(二)香港的環境問題(香港的污染問題及綠色生活、綠色消費)；(三)中國及環球環境問題(中國的自然與文化遺產：保存與發展、二十一世紀議程大綱)；及(四)在香港透過全方位學習進行環境教育的機會(環境教育的全方位學習、在學校和社區推行環境教育)。課程亦安排學員出席五次工作坊，主題為：(一)課程簡介及環境教育的現況；(二)如何在網上進行互動式的環境教育；(三)戶外學習—實地考察；(四)行動研究；及(五)「生活事件模式」的教學方法。

In-service Teacher Development Course on Curriculum Leadership and the Implementation of the English Language Education Curriculum Framework at Secondary Level

The Faculty of Education and the Hong Kong Institute of Educational Research of The Chinese University of Hong Kong are putting on a course for serving or designated panel chairpersons / co-ordinators of English Language at secondary level from May to July 2002.

The overall aim of the course is to enhance teachers' knowledge and skills in curriculum change and leadership, task-based learning, teaching and assessment, as well as school-based curriculum development with reference to the English Language curriculum framework, so that they can effectively enable their students to achieve the learning goals and targets in the school curriculum.

The course contents are in line with the current curriculum reform initiatives recommended for the "Key Learning Areas of English Language Education" in the final report on *Learning to Learn: The Way Forward in Curriculum Development* (Curriculum Development Council[CDC], June 2001), *Learning to Learn: English Language Education Consultation Document* (CDC, 2002), and the *CDC Syllabus for English Language (Secondary 1-5) 1999*.

Major topics included in the course are as follows:

1. School-based curriculum development: models and processes
2. Introduction to the English Language Education Curriculum Framework and directions for future development
3. Task-based learning, teaching and assessment
4. The place of grammar in task-based learning
5. Project work
6. Use of IT to enhance learner autonomy, individualized learning and communication in English, and to promote development of skills and strategies conducive to life-long learning.

The course will be conducted by Prof. David Coniam, Dr. Icy Lee, Dr. Yat-ming Leung, Mrs Barley Mak, Prof. Evelyn Man and Mr Paul Sze.



兩岸三地教育學者共商課程改革

由香港中文大學教育學院、課程與教學學系、香港教育研究所、人民教育出版社課程教材研究所、國立台北師範學院聯合主辦的《第四屆兩岸三地課程理論研討會》，已於1月25日至27日假香港中文大學教育學院順利舉行。

本屆研討會的主題為「兩岸三地課程統整比較研究」。三十多名中、港、台著名學者在會上宣讀論文，其中包括：人民教育出版社呂達教授、中央教育科學研究所白月橋先生、華東師範大學課程系崔允漭教授、國立台北師範學院歐用生教授、國立台灣師範大學陳伯璋教授、香港教育署課程發展處總監陳嘉琪博士、香港中文大學教育學院黃顯華教授、林智中教授。香港中文大學教育學院院長鍾宇平教授及香港教育研究所所長盧乃桂教授應邀擔任開幕禮及閉幕禮的嘉賓。

一連三天的研討會共吸引了三百多位來自本港、澳門、深圳及台灣的教育工作者參加。九場的公開研討提供了機會，讓本港及鄰近地區的教師與三地的專家、學者進行交流。為時一天的兩場內部研討亦令三地學者能更深入地探討和辯論有關主題。研討會上發表的論文已結集成書，查詢可聯絡香港教育研究所（電話：2609 6963）。



右起：籌委會主席黃顯華教授與大會發言人陳嘉琪博士、歐用生教授和呂達教授



「兩岸三地課程理論研討會」一眾學者合影

第四屆兩岸三地課程理論研討會

研討會的綜合簡介

近年來，內地、台灣和香港都積極地進行教育改革，課程和教學不約而同成為三地改革的核心課題。歷屆研討的主題，都是兩岸三地學術界、學校和教師們共同關注的課題。

兩岸三地的大專院校和學術機構自1999年開始，每年分別輪替在三地進行課程理論的研討。第一屆由香港中文大學教育學院和香港教育研究所等主辦，假深圳大學舉行，主題是課程理論。第二屆由人民教育出版社主辦，在北京舉行，主題是三地的課程改革。這兩屆都只是由學者專家參與，第一屆有十多人，第二屆則有約三十人。

第三屆由台灣國立台北師範學院主辦，在台北舉行，主題是三地的校本課程發展。這一屆是一個公開的研討會，台灣的教育工作者都可以報名參加。

第四屆，即本屆由香港中文大學教育學院、課程與教學學系和香港教育研究所等主辦，在香港舉行，主題是課程統整。這一屆共分三個時段。第一時段首半天屬專家學者內部研討，約三十人參與，主題是進行課程統整所面對的困難、限制和解決方向。第二時段共有一天半，屬公開研討，歡迎教育界人士參與。除本港外，澳門、台灣和深圳都有人士報名參與。第三時段，即最後半天，亦只由專家學者參與，內容是就研討主題作綜合探討。

論文內容的綜合簡介

在研討會發表的文章共二十五篇，其中十一篇屬於對課程統整有關理念的探討，八篇屬於對課程實踐和研究的報道，四篇指出實施課程統整可能面對的問題和對策，另有兩篇是兩岸三地課程統整的比較分析。

對課程統整有關理念的探討：

綜合實踐活動「主題設計」探討 / 李臣之
綜合課程與課程整合：兼議綜合性課程的動態生成 / 楊小微

綜合課程研究的生態主義觀 / 王牧華、
靳玉樂

課程整合基本理念的比較：文化哲學的觀點 / 黃甫全



「科學探究」課：綜合性理科課程的設計 / 裴娣娜
 課程統整的設計模式解析 / 周淑卿
 統整課程的課程發展：「系統分形模式」之
 建構與辯證 / 黃譯瑩
 從綜合活動課程談台灣課程統整的趨勢 /
 歐用生
 從香港終身學習教育改革看課程統整 /
 王啟淞
 發展一套綜合課程和教學的分析架構 /
 黃顯華、楊思賢
 課程統整：課程改革的原動力 / 陳嘉琪

對課程實踐和研究的報道：

分科視野中的課程整合：我國大陸新一輪
 義務教育課程改革的新走向 / 呂達、張廷凱
 建構統整課程發展的機制：以台北縣瑞柑
 國小的經驗為例 / 林文生、張玉成
 賞評一所台灣國民小學的課程統整方案 /
 張玉成、黃嘉雄
 從兩套科學教材看中國大陸的課程統整 /
 崔允瀾、蔡培陽、沈蘭、林一鋼
 校本課程整合的推展及反思：初中常識科/
 許為天、劉潤牛
 初中跨學科主題教學：總結與反思 /
 李子建、張慧真、袁國明、陳燕輝、曾偉凌
 初中人文學科課程專題研習：一個個案在
 實施過程中的探討 /
 鄧耀南、李子建、梁錦波、曾偉凌
 課程統整及陳述性知識思考方法及跨學科
 語文能力課程發展（以英文撰寫） / 彭淑美

實施課程統整可能面對的問題和對策：

課程統整的迷思與省思 / 陳伯璋
 綜合課程實施中的問題與對策 /
 馬雲鵬、劉宇
 課程統整：教師預備好了嗎？ /
 陳健生
 教師能教好綜合人文科嗎？ /
 楊秀珠、林智中

兩岸三地課程統整的比較分析：

從添加到融合：兩岸三地課程整合模式之
 比較 / 王嘉毅
 從課程統整到教育整合：兩岸三地課程統
 整發展的經歷、現況及展望 / 梁一鳴

Forthcoming Conference

**HKERA 2002 International Conference
 Globalization: New Horizons for Educational Change**

Co-organized by The Hong Kong Educational Research Association, the Faculty of Education and the Hong Kong Institute of Educational Research of The Chinese University of Hong Kong, and the Hong Kong Teachers' Centre, the Conference will be held on December 20-21, 2002 at the CUHK. The theme of the Conference is "Globalization: New Horizons for Educational Change" and the sub-themes are as follows:

1. Teachers in a Globalizing World
2. Curriculum, Teaching and Assessment for Schools
3. Educational Policy and School Management
4. Globalization and Higher Education
5. Education Finance in a Changing Society
6. Globalization and Development

Scholarly exchange will take a variety of forms including keynote speaker addresses, paper presentations and symposia. For those who are interested to make a presentation or join as a general participant, please address your enquiries to the Conference Secretariat at:

Tel : (852) 2609 6205 (presenter) or
 (852) 2609 6963 (general participant)
 Fax : (852) 2603 6850
 Email : hkera@cuhk.edu.hk
 Website: <http://www.fed.cuhk.edu.hk/~hkier/hkera>
 (registration forms are available)

Deadline for registration:

Presenter	19 July 2002
General participant	31 October 2002

* A 20% off the regular registration fees for early bird enrollment before 10 May (presenters) and 31 May (general participants) will be offered.

Co-organized Conferences 合辦之會議

Date 日期	Topic(s) 題目	Co-organizer(s) 合辦單位
10/12/01	The Associate Degree and the Community College: New Pieces in the Puzzle of Hong Kong's Higher Education Systems – A Symposium	Faculty of Education, CUHK The Hong Kong-America Centre School of Continuing Studies, CUHK Caritas Adult & Higher Education Service
25-26/1/02	第四屆兩岸三地課程理論研討會—兩岸三地課程統整比較研究	香港中文大學教育學院 香港中文大學課程與教學學系 人民教育出版社 國立台北師範學院
20/4/02	「香港高等教育改革的迴響—學制改革的理想與現實」	香港中文大學評議會常務委員會 香港中文大學教育學院

Co-organized Public Lectures 合辦之講座

Date 日期	Topic(s) 題目	Speaker(s) 講者
23/3/02	Values Education Forum: Two Key Issues on Values in the Personal and Social Education	Professor John White Mrs. Patricia White Institute of Education, University of London
6/4/02	教育工作者個人成長講座系列(二): 與逆境共舞—教改中老師如何能有所為有所不為	蔡元雲博士 突破機構總幹事



在「香港高等教育改革的迴響」研討會上，香港中文大學評議會主席殷巧兒女士致歡迎詞。



Prof. John White and Mrs Patricia White received souvenirs from Prof. Leslie N. K. Lo, the HKIER Director.



主講「與逆境共舞」的蔡元雲博士。當日的講座吸引了百多名教育工作者參加。

二零零二年基礎教育研討會
「二十一世紀教師的角色：輔導與成長」

香港中文大學教育學院、香港教育研究所訂於2002年5月20日（公眾假期），聯同香港初等教育研究學會，舉辦二零零二年的基礎教育研討會，藉以探討教師在進行輔導工作時面對的困難和挑戰，以及提供方法改善輔導工作的效果。

本屆主題為「二十一世紀教師的角色：輔導與成長」，講者包括教育心理學者、小學校長、教師、輔導工作者。歡迎教育同工和輔導老師參加。

研討會分為主題演講及經驗分享兩部分：

主題演講

1. 學生輔導：挑戰與成長
林孟平教授
2. 教師枯竭的研究：對教師成長的啟示
劉兆瑛教授
3. 社區、學校與家長如何協助建立少年人的抗逆能力
區祥江先生

回應嘉賓：馮文正校長

經驗分享

1. 資源增加後的校本輔導工作：
從理念到實踐
陳茂釗教授、李少鶴校長、余淑文女士
2. 輔導倫理問題：
小學中諮商兒童的實踐及反思
李傑江校長、梁詠賢女士
3. 優質教育的體現：
教學與輔導角色一體化
陳清華女士、容曾莘薇校長、
余古少賢教授

有關詳情請向基礎教育研討會秘書處查詢：

電話：2609 6963 傳真：2609 6850
電郵：basiced@cuhk.edu.hk
網址：<http://www.fed.cuhk.edu.hk/~hkier/basiced>

Education Policy Studies Series
教育政策研討系列

No. 46 **Response to Austerity: The Imperatives and Limitations of Revenue Diversification in Higher Education**

D. Bruce Johnstone

A standard nostrum for higher education economists, consultants, and policy advisors is the recommendation that universities and other higher educational institutions (especially but not exclusively in the less industrialized countries) lessen their revenue dependence on governments, or taxpayers. The prescription is easy to rationalize, and is theoretically — and even practically — virtually unassailable. However, there are also significant limitations in a revenue diversification policy, especially in the less industrialized world where the need for such a policy may be most compelling. These limitations go far beyond the ideological distaste that many have for the neo-liberal economic medicines of cost sharing and privatization, and extend to certain technical and strategic dilemmas that confound even the staunchest believer in tuitions, privatization, and student lending. This paper will discuss some of these technical difficulties, especially of making cost sharing and student lending work in developing countries, and provide some “cautions” and a few recommendations.

ISBN 962-8077-57-0 paperback 46 pages HK\$15



School Education Reform Series

學校教育改革系列

No. 4 校本行動研究的理論與實踐

李子建、高慕蓮、梁邵麗紅、馬慶堂

香港躍進學校計劃是一個全方位的改善計劃，目的是在學校建立一套改革信念，發動學校自我完善的機制。而行動研究和校本探究能有助對學校作系統化的反思，從而成為變革的動力。本書包括三篇文章：第一篇文章探討行動研究和校本探究的意涵，介紹美國躍進學校的經驗，討論推行校本探究的困難，並建議通過不同方式邁向學校自我完善；第二及第三篇文章則具體介紹本港一所躍進學校分別在中文科和數學科所進行的行動研究，詳述當中的過程和研究的限制，並總結老師的經驗。本書對教育研究人員、現職老師或準老師都十分有參考價值。

國際統一書號：962-8077-58-9 平裝本 94 頁 港幣 30 元



Publications

Journal of Basic Education

基礎教育學報

Vol. 10, No. 2/ Vol. 11, No. 1 (2001)



Journals 學報

Asian Journal of Counselling 亞洲輔導學報

Vol. 8, No. 1 (2001)

Education Journal 教育學報

Vol. 29, No. 1 (Summer 2001)

Educational Research Journal 教育研究學報

Vol. 16, No. 2 (Winter 2001)

Journal of Contemporary Chinese Education

當代華人教育學報

Vol. 4, No. 1 (2001)

For enquiries and orders, please call
(852) 2609 6754.

本期焦點：教育改革

基礎教育學報編委會現已重新改組，於內容及欄目方面開闢新的視野。在原有的「論文」(Articles)及注重實踐經驗的「論壇」(Forum)的基礎上，嘗試加強華人社會之間的學術聯繫，多刊有關幼兒至初中教育的專論文字，交流寶貴的研習心得與教學經驗，以期促進、改善基礎教育，提高教學質素。

本期作者除有本港學者及前線教師外，更有來自大陸、台灣、澳門等地的教育工作者，從不同角度分享他們對教育改革的見解和經驗。





普通話教育文學碩士學位課程 招生反應熱烈

由本校教育學院、香港教育研究所、課程與教學學系、普通話教育研究及發展中心合辦的「普通話教育文學碩士學位課程」(Master of Arts Programme in Putonghua Education)已於2001年12月獲大學教務會審核通過，並於2002年1月招生。報名人數達70人，反應熱烈，反映出本課程深受在職中小學普通話科教師歡迎，申請人中有不少是普通話科主任。經入學試(筆試和面試)後，預計錄取25人，課程將於今年7月中開辦。

「用普通話教中文試驗計劃」匯展

由教育統籌局、教育署及優質教育基金合辦的「教育新里程」教育匯展於2002年3月8日至11日假香港會議展覽中心舉行，為期四天，吸引了三萬多人前來參觀。

普通話教育研究及發展中心獲邀參加匯展，展示試驗計劃的有關內容，以及展陳相關的教材。參觀我們攤位的人士達3,000人，包括教育統籌局局長、校長、教師、家長、學生、記者、出版社人員、中央電視台人員等。羅范椒芬局長到本攤位了解情況，查詢甚詳，並且十分重視用普通話教中文這個問題。她強調說：「培訓師資是很重要的工作，你們要想辦法，讓更多老師參加培訓。」

Project on Development of Support Measures for Student Adaptation in English-Medium Schools

Members of the English team of the Department of Curriculum and Instruction won an open bid in June, 2001 to conduct a project on "Development of Support Measures for Student Adaptation in English-medium Schools". The project is funded by the Education Department for two years, from July 1, 2001 to September 30, 2003, and the amount awarded is HK\$1.2 million.

The Principal Investigator is Professor Evelyn Yee-fun Man, and co-investigators include Professor David Coniam, Ms Christine Bruce and Dr. Icy Lee of the Curriculum & Instruction Department of CUHK, Ms Cecilia Tam of HKUST, and Ms. Ann Cheung, the English panel chair of Immanuel Lutheran College, Tai Po. Ms. Alice Chau has since been appointed as the School Development Officer to oversee the running of the project.

The project proposes to provide a range of support measures for EMI schools (schools which use English as the medium of instruction) to help Secondary 1 students adapt to the English-medium learning environment. The support measures, which have multiple focuses, are conceptualized on the premise that a single focused approach such as a bridging programme, is unlikely to reap long-term benefits for Secondary 1 students in EMI schools. These measures are based on an English-across-the-curriculum approach and are designed as a structured and comprehensive support programme with long-term, ongoing language enrichment and support measures that entails the collaboration of both English teachers and content subject teachers.

The objectives of the project are geared towards enhancing students' learning, namely learning English as well as learning in English: first, to help EMI schools establish a language-rich environment for students, especially Secondary 1 students to use English; second, to enhance EMI teachers' competence in English-medium teaching to maximize student learning; and third, to strengthen Secondary 1 students' language skills so as to enable them to learn effectively in the medium of English.



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