✍ **Research Notes and Innovations**

Data Speaks

The year 2015 is the 50th anniversary of the Faculty of Education, The Chinese University of Hong Kong (CUHK). To celebrate this important event, the Faculty of Education and the Hong Kong Institute of Educational Research co-organized the International Conference for the 50th Anniversary of Faculty of Education, CUHK, on 30–31 January 2015. The main theme of the conference is "Data Speaks: Lessons from Large-scale Educational Data Surveys for Educational Policy Reform and School Improvement".

In the main conference on 31 January, Mr. Ng Hak Kim Eddie, Secretary for Education of Hong Kong, was invited to give the opening speech. Mr. Heng Swee Keat, Minister for Education in Singapore, presented his Guest of Honour speech.

Strong Performers and Successful Reformers in Education

Prof. Andreas Schleicher, Director of the Directorate for Education and Skills, Organisation for Economic Co-operation and Development (OECD), presented his keynote speech "Strong Performers and Successful Reformers in Education — Lessons from OECD Surveys". Prof. Schleicher made the following remarks in his speech:

- The modern world no longer rewards people just for what they know, but for what they can do with what they know.
- The Programme for International Student Assessment (PISA) assesses students' capacity to extrapolate from what they know and to apply their knowledge in novel situations.
- The country where students go to class matters more than what social class students come from.
- Students whose parents have high educational expectations for them tend to report more perseverance, greater intrinsic motivation to learn, and more confidence in their own ability to solve problems than students of similar background and academic performance, whose parents hold less ambitious expectations for them.

In this Issue

The Three Large-scale Educational Data Surveys

Prof. Leung Koon Shing Frederick, Principal Investigator of Trends in International Mathematics and Science Study (TIMSS), Hong Kong, briefly introduced the TIMSS and the history of Hong Kong's participation in the study. Prof. Leung shared with us how the TIMSS results have impacted curriculum development and the teaching and learning of mathematics and science in Hong Kong.

Prof. Tse Shek Kam, Principal Investigator of Progress in International Reading Literacy Study (PIRLS), Hong Kong, informed the participants that the PIRLS programme monitors progress in reading achievement of primary school students in their 4th year of schooling. The impact of PIRLS and the factors relating directly and indirectly to the exemplary and outstanding performance of students in PIRLS 2011 were discussed.

Prof. Ho Sui Chu Esther, Principal Investigator of Hong Kong PISA, shared that PISA has been conducted in a 3-year cycle since 2000 and the performance of Hong Kong in PISA has been generally high in the past cycles in all literacy domains, in particular science and mathematics, and ranked within top 10 among participating countries or economies. Also, socio-economic status has comparatively small influence on the performance.

Practices on the Use of Data in Educational Policy/School Improvement in Other Regions/Economies

Ms. Akiko Ono, Director of Department for International Research and Co-operation, Japan's National Institute for Educational Policy Research (NIER), informed the participants that Japan was shocked by its significant decline of reading literacy and unsatisfactory results in PISA 2003. In response to this, Japan used PISA and

(From left) Prof. Ho Sui Chu Esther, Dr. Chan Ka Ki Catherine, Prof. Tse Shek Kam, Ms. Akiko Ono, Prof. Leung Seung Ming Alvin, Prof. Andreas Schleicher, Mr. Ng Hak Kim Eddie, SBS, JP, Mr. Heng Swee Keat, Dr. Cheong Wei Yang, Prof. Leung Koon Shing Frederick, Dr. Cho Ji Min

TIMSS results to revise the National Education Curricula and to improve teaching practice. Also, the National Assessment of Academic Ability has been implemented since 2007 to test the acquisition of knowledge and the ability to apply knowledge. Through the above and the problem-solving orientation in learning, the performances of Japan in all domains of PISA 2012 have been raised. The use of PISA types of cross-subjects and computer-based testing in the university entrance examination is being considered nationally.

Dr. Cho Ji Min, Senior Research Fellow of Korea Institute for Curriculum and Evaluation (KICE), South Korea, shared that Korea has concentrated on enhancing teachers' professional development and monitoring the quality of education by conducting various national and international assessments of learning outcome. For example, the National Assessment of Educational Achievement collects data on students' academic achievements, and provides customized support for schools and students in target grades. Besides, the results of PISA and TIMSS show that compared to top-ranked performing countries, Korean students have lower levels of confidence, interest, and value recognition in mathematics and science. Thus, the Korean government has implemented the Plans to Improve the Secondary School Academic Affaires Management since 2012 to improve the teaching/learning practice and assessment system of Korea's secondary education. Since Korea has connected assessment results with policy efforts for establishing evidence-driven educational policies, the student assessment system has played a very important role in Korea.

Dr. Chan Ka Ki Catherine, Deputy Secretary for Education of Hong Kong, delivered a presentation on the practice of data use for school improvement in Hong Kong. The Territory-wide System Assessment (TSA) and the Hong Kong Diploma of Secondary Education (HKDSE) are used to collect student data. TSA, a low-stakes assessment, assesses students' performance in Chinese language, English language, and mathematics. The data can be used for some macro-level research, for example, to understand the performance of non-Chinese-speaking students in Chinese language against the territory-wide standards. HKDSE, a high-stakes standards-referenced assessment, tests candidates against a set of prescribed levels of achievement based on typical performance of candidates at those levels. Besides, school self-evaluation (SSE) is used to collect school data. For example, the Assessment Program for Affective and Social Outcomes enables schools to review students' need in their whole person development; Value-added Reports give schools feedback on their performance; the Stakeholder Survey helps schools collect the views of teachers, specialists, students and parents on various survey scales to inform their SSE. All these assessment data can help schools understand students' strengths and weaknesses, set clear and suitable learning targets, and identify tools to support curriculum development and implementation to enhance teaching and learning. With evidence-informed instruction and intervention, schools can move forward to face future challenges.

*Hong Kong Centre
for International
Student Assessment*
學生能力國際評估
計劃—香港中心
www.fed.cuhk.edu.hk/~hkpisa

PISA 2015 Main Study in Hong Kong Well Underway

Thanks to the participation of over 130 schools, PISA 2015 Main Study is now in full swing. The survey operation started on 20 April 2015 and will finish by 31 May 2015. An especially noteworthy feature of this PISA cycle is the complete transition from paper-based tests to computer-based assessments. Furthermore, apart from the regular domains of scientific, reading, and mathematical literacies, students' collaborative problem-solving skill will be assessed and compared across participating countries and regions, which will be a first-of-its-kind attempt in the world. We are expecting that the results of this cutting-edge educational research will shed important light on how well our students are equipped with this important 21st-century skill.

The Fifth HKPISA Report Published

The Fifth HKPISA Report, which covers the results of the five cycles of PISA in Hong Kong, was published in March 2015. This two-volume report will serve as a useful reference for principals, teachers, and educators. Executive summaries could be downloaded from the HKPISA Centre's website. For those who are interested in having the full reports, the order form is also available at the Centre's website.

HKLSA 3rd Wave Completed

From November last year to February this year, we have successfully implemented the third wave of HKLSA (Longitudinal Study of Adolescents in Hong Kong) survey. We are particularly thankful for the eager participation of secondary school graduates who have supported this longitudinal study continuously over the last three years. As a token of appreciation, book coupons have been awarded to fifty participants. In this wave of survey, we have obtained information on the post-secondary destinations of over 1,500 secondary school graduates, which will provide valuable information for our study of their academic development and transition pathways throughout their secondary studies.

PISA-related Meetings

Prof. Esther Ho, our Centre Director, was invited by the Faculty of Education, the University of British Columbia (UBC), to share on the topic "Making Use of International Assessments for Learning and as Learning" in Vancouver, Canada on 16 December 2014. Besides, from 16 to 20 March 2015, she attended a capacity development workshop of UNESCO Bangkok's Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) in Bangkok, Thailand. Being a facilitator in the workshop, she presented on the topic "Re-visit Large Scale Assessment from International Perspective — Evaluation of Quality of Items" to about 40 participants from 17 Asia-Pacific countries.

Prof. Esther Ho and delegates
in the NEQMAP workshop
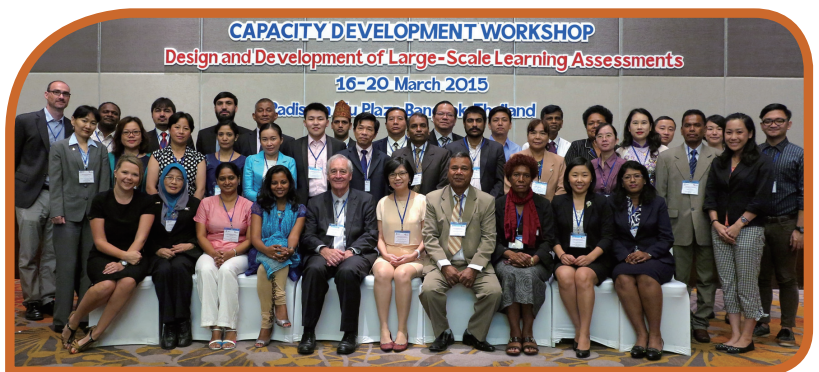
Hong Kong Centre for the Development of Educational Leadership

香港教育領導發展中心

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香港教育領導發展中心本年度推出了四項課程,計有:擬任校長課程(包括專業發展需要分析)、新任校長課程、校董培訓課程及香港中小學校校長法律培訓課程。

擬任校長課程

為配合香港教育的發展,香港中文大學教育行政與政策學系及香港教育領導發展中心於2000年應教育署(現稱教育局)邀請,以教育委員會和師訓與師資諮詢委員會(現稱教師及校長專業發展委員會)通過的香港校長持續專業發展理念架構的六個領域為本,設計、撰寫「擬任校長培訓課程」,並於2000及2001年試行,培訓了173名新入職校長。2002年開始每年均推出有關課程,並於2004年開放與其他大專院校使用。

校長資格認證包含下述三個主要範疇:

- 專業發展需要分析 —— 使用1928年美國心理學家威廉・摩頓・馬斯頓(William Moulton Marston)的DISC(Dominance, Influence, Steadiness, Compliance)個人行為風格測試問卷,分析學員專業發展的需要,協助學員反思個人在崗位上的專業發展方向及策略。
- 擬任校長課程 —— 這是個合共105小時的課程,包括六個主要領導才能範疇,計有策略方向及政策環境、學與教及課程、教師專業成長及發展、員工及資源管理、質素保證及問責、對外溝通及聯繫。
- 持續專業發展資料冊 —— 學員要就個人的願景與信念,因應學校和社區現況,應用在擬任校長課程中所學,經過分析、反思後,寫出領導學校的理念和見解,提出未來的領導方針與計劃,以實踐個人教育願景。

新一期擬任校長課程將於本年7月13日開始,而第四次專業需要分析將於5月30日進行,詳情可瀏覽網頁(http://www.fed.cuhk.edu.hk/hkier/pfp/)。

校董基礎培訓課程

1997年,《教育統籌委員會第七號報告書:優質學校教育》建議把校本管理推展至所有學校,並認為教師、家長和學生參與校政和各項學校活動有助發展優質教育。這些主要持份者直接參與學校決策,有助提高學校管治方面的透明度和問責性,並能集思廣益,使校政更臻完善。校本管理的理念是將學校的管理角色由「被動執行」轉為「自主管理」,故此校董應積極參與學校管理、策劃、發展和評估成效的工作。香港教育領導發展中心2014–2015年度為教育局籌辦了十個校董基礎培訓課程,為熟悉、不熟悉學校教育及學校運作的人士提供十個單元的培訓,使學員對校董所擔當的角色及責任有更透徹的了解,並掌握在新的管治架構下有效履行校董職務的基本知識和技巧。其中一項課程是專為非華語人士或選擇以英語為教學語言的人士而設。

本年4月29日至5月27日分別有課程給熟悉或不熟悉學校教育及學校運作的人士參與。報名或查詢請登入教育局校董培訓課程網頁。

新任校長系統支援課程

本中心於2014–2015年度為2013–2014年度新入職校長籌辦為期一年的新任校長系統支援課程。該課程包括八個學習單元,連串的訪校交流及由資深校長作顧問的導師輔導,通過學習圈的分享,擴闊新入職校長的視野並啟動人際聯動網,分享新任校長經常遇到的實際課題,在需要時更可找到適當支援及意見。本年度新入職校長與有關導師月前到廣州華穎外國語學校考察及觀課。

本中心導師與新任校長班成員訪問廣州華穎外國語學校,並考察微課與翻轉課堂的實踐及理論

國家教育部語用司、語用所一行到訪中大

2015年3月18日上午，國家教育部語言文字應用管理司彭興頎副司長、語言文字應用研究所張世平所長及國務院港澳辦公室吳煒副司長一行九人到訪香港中文大學，了解大學對香港語言文字應用方面的教學研究情況以及對中文、普通話教師的師資培訓等工作。

中文大學副校長、香港教育研究所聯席所長侯傑泰教授歡迎到訪團蒞臨，並參與座談訪問整個過程。教育學院院長梁湘明教授、香港教育研究所聯席所長王香生教授亦會見了訪問團。訪問座談會由普通話教育研究及發展中心林建平主任主持。

座談會上，中心同事宋欣橋老師、湯志祥教授、張勵妍老師、張美靈老師分別介紹了中心的有關教學研究工作，包括創辦海內、外唯一以「普通話教育」為研究對象的「普通話教育文學碩士學位課程」；頗具特色的「國際漢語教育文學碩士學位課程」；堅持不懈開辦的「中文教學（普通話為授課語言）專業文憑課程」；正在研究開發的「小學生書面語測試」以及中心的各項支援服務、出版等工作。

中心還提交訪問團一份本中心2014–2015工作報告的簡介，涉及下述方面：普通話水平測試人數全港之冠；支援「普教中」教育事業；開辦兩門碩士研究生課程；擔任電視節目《反斗普通話》顧問，報刊撰文，推廣普通話教育；走出香港，推動海外華語文教學和研究等。

國家教育部語言文字應用管理司彭興頎副司長、語言文字應用研究所張世平所長在座談發言中，充分肯定本中心在各項工作中取得的成績，高度評價本中心在香港地區中文和普通話教育研究中發揮了積極作用，功不可沒。

座談會參加者合照。彭興頎副司長（前排中）、張世平所長（前排左二）、吳煒副司長（前排右一）、侯傑泰教授（前排右二）、梁湘明教授（前排左一）、王香生教授（後排左四）、林建平主任（後排左三）。

Centre for the Advancement of Information Technology in Education
資訊科技教育促進中心

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Research and Development

Funded by the Education Bureau (EDB), Prof. Morris Jong, together with his research team, has developed the very first in-service teacher professional development Massive Open Online Course (MOOC) to aid primary and secondary school teachers to implement WebQuest. WebQuest is a learner-centric project-based learning approach for facilitating K–12 students to pursue collaborative inquiry learning on the Internet. This MOOC is composed of video-based lecture modules, formative assessment quizzes, virtual forums for teacher community building, and summative assessment tasks. In the course, participants can select their own learning track by taking different lecture modules in accordance with their own grade of teaching and their own subject of teaching. After passing all formative assessment quizzes and completing all community-building and summative assessment tasks, each participant will be awarded an eCertificate, and six hours of continuing professional development by the EDB. To support the University's knowledge transfer initiative, coordinated by CINTEC (Centre for Innovation and Technology, Faculty of Engineering), we exhibited this project at the InnoCarnival 2014 held at the Hong Kong Science Park, as well as the International ICT Expo 2015 held at the Hong Kong Convention and Exhibition Centre.

CAITE's project, "Teacher Professional Development through MOOC", exhibited at the International ICT Expo 2015.

New Publications and International Conference Presentations

- Jong, M. S. Y., Tsai, C. C., & Wang, T. (2015, April). *Implementation of constructivist online game-based learning at school: Teacher facilitation in the academically achieving classroom*. Paper presented at the annual meeting of American Educational Research Association, Chicago, IL, U.S.

- Li, S., Luk, E. T. H., & Jong, M. S. Y. (2014). Design of MOOC for in-service teacher professional development: A case of teachers' refresher training course in Hong Kong. In Y. T. Wu, T. Supnithi, T. Kojiri, C. C. Liu, H. Ogata, S. C. Kong, & A. Kashihara (Eds.), *The 22nd International Conference on Computers in Education: Workshop proceedings* (pp. 508–513). Nara, Japan: Asia-Pacific Society for Computers in Education.

- Shang, J. J., Jong, M. S. Y., & Chen, G. W. (2015). 學習科學：推動教育的深層變革 [Learning sciences: Promoting in-depth reform of education]. *China Educational Technology*, *1*, 6–13. doi: 10.3969/j.issn.1006-9860.2015.01.002

- Tang, W. K. W., & Jong, M. S. Y. (2014). Information literacy skills of pre-service teachers: A case study. In C. C. Liu, H. Ogata, S. C. Kong, & A. Kashihara (Eds.), *The 22nd International Conference on Computers in Education: Main conference proceedings* (pp. 951–956). Nara, Japan: Asia-Pacific Society for Computers in Education.

*Quality School
Improvement Project*
**優質學校改進
計劃**
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2014–2015學年是優質學校改進計劃團隊推動本地學校改進工作歷程上的重要一頁。在教育局及九龍倉集團有限公司持續支持下，「優質學校改進計劃：學習差異支援」（QSIP-SLD, 2010–2016）、「優質學校改進計劃：透過全校式自主學習照顧學習差異」（QSIP-SDL, 2014–2017）、「優質學校改進計劃：特殊學校支援」（QSIP-SISS, 2012–2015）及「學校起動計劃」（Project WeCan）四線計劃同步展開，令本學年與計劃團隊進行夥伴協作的中、小學及特殊學校增至84所。四線計劃的側重點及改進路徑稍有不同，但仍然貫徹以建立令學童學得有效的有利環境為最終目標。

拓展跨校專業發展平台——聯校教師專業發展日

計劃一方面推動高度校本的支援工作，另一方面積極發掘教師專業發展平台，為學校改進傾注能量。聯校教師專業發展日屬其中一項，自2006年首辦以來已臻成熟，並成為了本計劃年度最大規模的跨校專業發展活動。發展日的最大特色是因應教育界關注的議題及學校的共同需要，於同日進行多場針對校內不同學科及工作範疇的講座及工作坊，使所有參與教師能夠按個人專長、興趣，各取所需。計劃團隊多年來持續支援不同類型學校進行改進，掌握不同層面、學科的第一手改進經驗及知識，因此絕大部分環節均由團隊成員承擔。

中學組：「『照顧學習差異』與『自主學習』的實踐及反思」

2014–2015年度中學聯校教師專業發展日的主題為「『照顧學習差異』與『自主學習』的實踐及反思」，與參加者共同探討有關學習差異與自主學習的理論知識及實踐經驗。參與本年度發展日的中學共36所，人數多達1,750人，是以計劃特別把參與學校分為兩組，並已於2014年12月5日及12日分別在寶覺中學及民生書院順利舉行。由於主題涵蓋甚

廣，當日特設34場環節探討學校領導、規劃和管理，以及不同學科的改進經驗，有關環節內容請見網址（http://www.fed.cuhk.edu.hk/~qsip/images/pdf/sdd_20141205_prog.pdf）。

小學組：「在小學現場構思與規劃自主學習」

至於成員小學，計劃亦於2015年3月20日假香港中文大學校園，以「在小學現場構思與規劃自主學習」為題，舉辦小學聯校教師專業發展日，期望為參與學校具體整理並闡述在小學構思與規劃自主學習的理念、原則與策略。

當日分四個環節進行。首環節為「在小學現場構思與規劃自主學習——理念、場景、實踐」講座，為全體與會者介紹推動自主學習的重要原則，並帶出在學校實踐時的關鍵要素。第二環節從「在課程及課堂教學層面開展自主學習」出發，分別探討如何在中文、英文、數學科實際鼓勵學生自主學習。第三環節以「在校本規劃層面部署自主學習」為重點，分別介紹主動學習者的特性與心理質素、學校及學科層面的規劃，及照顧具有特殊學習需要學童的規劃。最後環節「在小學現場再思自主學習——環境、條件、路線」，由資深學校領導分享實際推動自主學習的種種經驗與挑戰，探討可行的發展策略與出路。

在小學聯校教師專業發展日中，講者介紹推動自主學習的原則。

參與本年度「小學聯校教師專業發展日」的小學共18所，人數愈400人。根據計劃於當日所進行問卷調查結果，超過九成參加者對各環節抱正面評價，認同當日專業發展活動能夠增進其對「自主學習」的認識。

Certificate Course on Student Guidance and Discipline for Teachers of Secondary Schools/ Primary Schools

Schools are encouraged to adopt a whole school approach to integrate guidance and discipline services into the school system with a purpose to provide a school ethos conducive to students' whole person development. In accordance with this vision, teachers (especially the members of guidance and discipline teams) should develop competency in the developmental, preventive, and remedial work with students.

The Certificate Course on Student Guidance and Discipline for Teachers of Secondary Schools/ Primary Schools, commissioned by the Education Bureau and provided by the Faculty of Education and the Hong Kong Institute of Educational Research of The Chinese University of Hong Kong, aims at providing training for school teachers on guidance and discipline knowledge and skills. Its objectives include:

- To facilitate participating teachers' personal growth through experiential activities;
- To equip participating teachers with necessary knowledge, skills and attitudes to integrate guidance and discipline work in the school system;
- To help participating teachers understand and manage students' behaviour;
- To help participating teachers develop, implement, and evaluate their school-based guidance and discipline work.

By completing the course, participating teachers are expected to demonstrate competency in providing guidance and discipline services and collaborating with other school personnel/professionals in the delivery of student support services in schools. The target participants of the course are serving teachers in secondary schools/primary schools.

There are five modules of the course:

- Module 1 — Contemporary Approaches to Student Guidance and Discipline
- Module 2 — Integration of Guidance and Discipline into the School System
- Module 3 — Implementation of Developmental Guidance and Discipline Programmes in School
- Module 4 — Intervention Approaches and Skills Practice for Guidance and Discipline Teachers
- Module 5 — Working with Parents and the Community

For enquiry, please call 3943 6999 or 3943 4490. The course is open for application from 27 April to 22 May 2015.

籌辦活動

Dec 2014 十二月

4–6
香港中文大學教育學院內地同學會第十五屆年會：「多元視域下的教育公平與社會正義探討」
香港中文大學教育學院

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照顧有不同教育需要學生的事業發展
啟迪志趣：為成績稍遜學生提供的事業輔導
胡嘉如博士/香港理工大學應用社會科學系

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照顧有不同教育需要學生的事業發展
為讀寫障礙學生及智力障礙學生設計具實證基礎的就業計劃
陸秀霞博士/香港中文大學教育心理學系

Jan 2015 一月

10 (個)
從自我到專業——訓輔工作的介入與抽身
姚簡少薇女士/香港教育研究所

30–31
International Conference for the 50th Anniversary of Faculty of Education, CUHK
Data Speaks: Lessons from Large-scale Educational Data Surveys for Educational Policy Reform and School Improvement
香港中文大學教育學院

Feb 2015 二月

9
照顧有不同教育需要學生的事業發展
不一樣的人生規劃：資優和其他特殊教育需要學生的生涯規劃教育和升學就業輔導
陳麗君博士/香港中文大學資優計劃

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照顧有不同教育需要學生的事業發展
非華語學生：從文化了解到事業輔導
史思明先生/香港基督教服務處融匯－少數族裔人士支援服務中心

May 2015 五月

9 (個)
從子女到父母——心境重整與自我超越
陳廷三博士/香港教育研究所

16
香港中文大學教育學院五十周年系列活動之一香港價值教育的發展與實踐研討會
香港中文大學教育學院、教育行政與政策學系

(個) 個人成長及家長教育講座系列

Journals 學報

Education Journal
Vol. 42 No. 2

- 中國政府間財政轉移支付對縣級地方教育財政支出水平與差異的影響
  - 黃斌、董雲霞、苗晶晶
- 認知策略、心情沉靜狀態、課室專注力與學業成就之關聯：以台灣一所高級職業學校為例
  - 楊雅婷、陳奕樺
- 論香港教師教育的發展與殖民管治
  - 羅慧燕
- 康有為《大同書》的嬰幼兒公養公教思想
  - 黃文樹
- 二十一世紀的香港幼兒教育課程改革：回顧與前瞻
  - 馮潔皓
- The Effects of Digital Game-based Learning Task in English as a Foreign Language Contexts: A Meta-analysis
  - *Chian-Wen Kao*
- 香港推行自主學習的探索
  - 趙志成

Educational Research Journal
Vol. 29 Nos. 1 & 2

- Geometric Thinking Levels of Pre- and In-service Mathematics Teachers at Various Stages of Their Education
  - *Dorit Patkin & Ruthi Barkai*
- Moderating Effect of Mindfulness on Daily Hassles-Stress Relationship
  - *Johnny Leung & Joseph Wu*
- Different Ways That Preschool Teachers Taught Children to Write Chinese Characters in Hong Kong Classrooms
  - *Ho-cheong Lam*
- Urban High School Physical Education: A Synthesis of the Literature in Academic Journals (2003–2013)
  - *Jeremy Lackman & Jepkorir Rose Chepyator-Thomson*
- Perceptions of Hong Kong Physical Education Teachers on Teaching Games for Understanding: Implications for Continuing Professional Development
  - *Amy S. Ha, Lijuan Wang, & John Collins*
- 香港校長專業發展的演變（1982–2013）：文本背後的價值解讀
  - 梁亦華

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