

HKIER Newsletter

Dec 2020 Issue No. 46



香港中文大學



香港教育研究

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

Research and Development Highlights

停課不停學 – 疫境之中支援老師網上教學

莊紹勇教授

2019年冬，新冠肺炎肆虐，到了2020年1月25日，政府宣佈全港中小學、幼稚園及特殊學校延長農曆新年假期至2月16日，其後更數次延長停課時間，直至5月27日，學校才分階段逐步復課。

業精於勤荒於嬉，學業不能一直荒廢，停課不久，各校紛紛轉為網上教學，讓學生在家繼續學習。然而，這樣的驟變對不少老師來說是一大挑戰，他們未必熟悉網上教學的授課模式，因而會面對各色各樣的難題。有見及此，香港中文大學學習科學與科技中心急老師所急，發揮在教育上應用資訊科技的長處，立即策劃支援老師的工作，邀請志同道合且經驗豐富的資深老師一同合作，馬不停蹄地製作了以「中大教育學院CLST學習領域分享會」為主題的21條短片（分幼教、小學、中學三個系列），上載至本中心的Facebook專頁、YouTube頻道和中大教育學院的網站，與學界分享網上教學的竅門，為一眾老師解惑。

在這些精心製作的短片中，來自不同學習階段和學科的資深老師向同工分享自己的網上教學經驗，內容針對老師所需，包羅學校行政、教學理念、課堂設計、實踐策略、技術要點、課堂示範等等，希望能幫助老師利用資訊科技提升學與教效能。截至2020年11月初，這些短片的總點擊率已近35,000次，可見短片深受學界歡迎。

截稿之際，疫情仍然反覆，本中心將會繼續與老師同行，協助老師在疫境之中突破局限，維持優質的教學質素。

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This Newsletter is published by the Hong Kong Institute of Educational Research, The Chinese University of Hong Kong, Sha Tin, Hong Kong.

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- 01 陳奕鑫副校長（左）和伍展鴻老師示範常識科網課
- 02 文可為副校長：「新的老師教有經驗的老師一些科技知識，而有經驗的老師會教新晉老師一些教學知識，令到整個教學團隊的學教質素提升得很厲害。」
- 03 羅素紋校長分享在幼稚園教授電子課堂的經驗



中大教育學院CLST學與
教分享會（幼教系列）：
不同範疇的教師如何進行
網上教學



中大教育學院CLST學習
領域為本分享會（小學系
列）：不同學科的教師如
何進行網上教學



中大教育學院CLST學習
領域為本分享會（中學系
列）：不同學科的教師如
何進行網上教學

特別鳴謝以下老師與本中心合作拍攝教學短片（排名按YouTube播放清單次序）：

幼兒教育

姓名	學校
羅素紋校長	德萃幼稚園
黃淑芳校長	寶寶幼兒學校

小學

姓名	科目	學校
陳奕鑫副校長	常識	合一堂學校
伍展鴻老師	常識、視覺藝術	（現任教於中華基督教會基協中學）
曾建勳老師	數學	民生書院小學
羅筱彤老師	英國語文	滬江小學
鄭育儒老師	中國語文	瑪利曼小學
馬奕常老師	體育	德望小學暨幼稚園

中學

姓名	科目	學校
梁靜巒老師	英國語文	大光德萃書院
文可為副校長	學校行政	樂善堂余近卿中學
陳曉梅老師	資訊及通訊科技	仁濟醫院羅陳楚思中學
陳志堅副校長	中國語文	聖公會聖馬利亞堂莫慶堯中學
張展璋老師	通識	瑪利諾中學
文鈺華老師	數學	浸信會呂明才中學
鄧嘉豪老師	物理	浸信會呂明才中學
黃偉強老師	物理	東華三院伍若瑜夫人紀念中學
文佩欣老師	生物	聖士提反女子中學
黃佩思老師	視覺藝術	樂善堂余近卿中學
陳紫慧老師	體育	香港中文大學校友會聯會張煊昌中學
黃智穎老師	體育	伊利沙伯中學舊生會中學

香港課改二十年的現狀與展望：中學教師和校長的看法

作者：林智中、何瑞珠、曾榮光

論文選自：教育學報，2020年，第48卷第1期

自2001年起，香港特別行政區政府推出一系列大型課程改革，至今已近二十年，正是全面檢討以專業角度尋找未來改革方向的重要時機。校長和教師是重要的持份者，同時掌握具體的前線情況，因此了解他們對課程改革現狀及未來發展的看法非常重要。為此香港中文大學（中大）「香港學生能力國際評估中心」及「香港中學校長會」於2019年9月期間，以隨機抽樣方式，邀請了任教於213間中學，共183位校長及1,158位教師參與問卷調查，探討他們對現時中學課程的政策成效、實踐及困難的意見，以及他們對未來課程發展的看法。

本研究採用聚焦訪談及問卷調查方法，收集了超過1,000名教師和校長的觀感及看法。研究發現，課程

改革帶來了教學法、學校自評文化和觀課文化的改變，但未能全面達致改革的大部分目標。改革亦帶來了一系列問題，例如教師工作量增加和學習差異擴闊等。研究亦發現香港逾八成教育工作者表示，未來課程最重要的目標是加強個人轉化及變革能力，包括自主行動和承擔責任的能力（89.5%表示同意）；在不同背景群組中互動，處理矛盾和衝突（85.4%）；以及運用多元素養（例如媒體和信息素養、批判性和創新性思維）來解決問題、改善現況（84.0%）。這些能力正是「經濟合作與發展組織」（OECD）及聯合國教科文組織（UNESCO）所提倡學生迎向未來須擁有的素質。可見香港教育工作者心目中的理想教學課程與國際視野不謀而合！我們的研究團隊衷心盼望香港的中學課程改革，能真正達成「塑造未來」的共同願景。要為將來尋找更好的發展方向和策略，教育當局必須進行更全面、更有系統及深入的研究，而本研究展示的數據和理據可作這全面檢討的起點。



Recent Activities

New Associate Director

Professor Chiu Kin Fung, Thomas, who is an Assistant Professor from the Department of Curriculum and Instruction, has been appointed as the Associate Director of the Centre for Learning Sciences and Technologies from 1 September 2020.

Unswerving support during “Class suspended, Learning continues” period

The COVID-19 pandemic witnessed a soaring demand for real-time online teaching resources and support in the education sector in Hong Kong. To help teachers weather this unprecedented hard time and minimize the impact of class suspension on the teaching progress, the Centre for Learning Sciences and Technologies had collaborated with experienced educators of kindergarten, primary and secondary schools to produce over 50 videos to give practical advice on how to conduct effective online lessons of different key learning areas with multiple e-Learning tools. The videos have been uploaded to the Centre’s Youtube Channel and the Education Bureau websites and garnered more than 50,000 views over the last seven months.

Update on Jockey Club VR Project for Enhancing Chinese Language Literacy

Despite the threat of the COVID-19, the Jockey Club VR Project for Enhancing Chinese Language Literacy team managed to accomplish the goals set out on the agenda as planned. Over the previous eight months, alongside professional consultants from the Hong Kong Literature Research Centre, CUHK and S.K.H. St. Mary’s Church Mok Hing Yiu College, the team carried out on-site shooting and filming of wet markets, historical monuments, residential buildings and inner cityscapes, etc. in Yuen Long, Yau Tsim Mong and Central and Western Districts. The 360-degree stills and videotapes laid the foundations for creating quality teaching packs for the subject of Chinese Language.



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Refresher Training Courses continued in June and July 2020

With strict preventive measures in place, a total of eight refresher training events with about 150 teacher participants were conducted seamlessly when the COVID-19 situation had stabilized from early June to mid-July this year. The events covered a wide range of themes from “Supporting Parents on e-Learning and BYOD”, “Effective Use of Mobile Computer Devices for e-Learning” to “Strategic Use of e-Reading Resources, IT Tools and Innovative Pedagogies to Enhance Student e-Reading and Reading Motivation in English Language”.

- 01 Supporting Parents on e-Learning and BYOD
- 02 Effective Use of Mobile Computer Devices for e-Learning
- 03 Strategic Use of e-Reading Resources, IT Tools and Innovative Pedagogies to Enhance Student e-Reading and Reading Motivation in English Language

Recent Publications in Journals

- Jong, M. S. Y., Geng, J., Chai, C. S., & Lin, P. Y. (2020). Development and predictive validity of the computational thinking disposition questionnaire. *Sustainability*, *12*, Article 4459.
- Jong, M. S. Y. (2020). Promoting elementary pupils' learning motivation in environmental education with mobile inquiry-oriented ambience-aware fieldwork. *International Journal of Environmental Research & Public Health*, *17*(7), Article 2504.
- Chang, S. C., Hsu, T. C., & Jong, M. S. Y. (2020). Integration of the peer assessment approach with a virtual reality design system for learning earth science. *Computers & Education*, *146*, Article 103758.
- Chien, S. Y., Hwang, G. J., & Jong, M. S. Y. (2020). Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions. *Computers & Education*, *146*, Article 103751.
- Cho, K.W., Tse, C.S., & Chan, Y.L. (2020). Normative data for Chinese-English paired associates. *Behavior Research Methods*, *52*, 440–445.
- Chang, S. C., Hsu, T. C., Kuo, W. C., & Jong, M. S. Y. (2020). Effects of applying a VR-based two-tier test strategy to promote elementary students' learning performance in a Geology class. *British Journal of Educational Technology*, *51*(1), 148–165.
- Gu, X., Tse, C.S., & Brown, N.R. (2020). Factors that modulate the intergenerational transmission of autobiographical memory from older to younger generations. *Memory*, *28*, 204–215.
- Jiang, M. Y. C., Jong, M. S. Y., Tse, C. S., & Chai, C. S. (2020). Examining the effect of semantic relatedness on the acquisition of English collocations. *Journal of Psycholinguistic Research*, *49*, 199–222.
- Gu, X., Tse, C.S., & Chan, M.H.M. (2020). Are older adults in Hong Kong “living in history” in their autobiographical memory? *Applied Cognitive Psychology*, *34*, 157–167.
- So, H. J., Jong, M. S. Y., & Liu, C. C. (2020). Computational thinking education in the Asian Pacific region. *The Asia-Pacific Education Researcher*, *29*(1), 1–8.
- Lim, R.Y.H., Yap, M.J., & Tse, C.S. (2020). Individual differences in Cantonese Chinese word recognition: Insights from the Chinese Lexicon Project. *Quarterly Journal of Experimental Psychology*, *73*, 504–518.
- Wong, P.C.M., Ou, J., Pang, C.W.Y., Zhang, L., Tse, C.S., Lam, L.C.W., & Antoniou, M. (2019). Language training leads to global cognitive improvement in older adults: A preliminary study. *Journal of Speech Language and Hearing Research*, *62*, 2411–2424.
- Jiang, M. Y. C., Jong, M. S. Y., Zhang Y., & Liu S. X. (2020). Development and validation of “English Learning Self-Efficacy Scale for Undergraduates” (ELSES-U): A preliminary study. *Foreign Language Testing and Teaching*, *38*, 1–11. (in Chinese)
- Zeng, T., & Tse, C.S. (2020). Does the mortality salience effect on worldview defense depend on the cultural orientation of Chinese people? *International Journal of Psychology*, *55*, 291–304.
- Chai, C. S., Jong, M. S. Y., & Yan, Z. M. (2020). Surveying Chinese teachers' technological pedagogical STEM knowledge: A pilot validation of STEM-TPACK survey. *International Journal of Mobile Learning & Organisation*, *11*(2), 203–214.
- Zhou, Y., & Tse, C.S. (2020). The taste of emotion: Metaphoric association between taste and valence. *Frontiers in Psychology*, *11*, 986, 1–14.
- Huang, C. Q., Han, Z. M., Li, M. X., Jong, M. S. Y., & Tsai, C. C. (2019). Investigating students' interaction patterns and dynamic learning sentiments in online discussions. *Computers & Education*, *140*, Article 103589.
- Lin, P. Y., Chai, C. S., & Jong, M. S. Y. (2019). A PISA-2015 comparative meta-analysis between Singapore and Finland: Relations of students' interest in science, perceived ICT competence, and environmental awareness and optimism. *International Journal of Environmental Research and Public Health*, *16*(24), Article 5157.
- Chai, C. S., Jong, M. S. Y., Yin, H. B., Chen, M. Y., & Zhou, W. (2019). Validating and modelling teachers' technological pedagogical content knowledge for integrative science, technology, engineering and mathematics education. *Educational Technology & Society*, *22*(3), 61–73.