

RESEARCH OUTPUTS AND PUBLICATIONS

<P012156> 徐起鵬、李子建. <中文科創造思考作文教學設計與實踐：行動研究個案>. 論文發表於第四屆中文課程教材教法國際研討會, 主辦機構為香港中文教育學會 香港, 2001.12.

see also <P011462>, <P012189>, <P020131>, <P020136>, <P020138>, <P028117>

RESEARCH PROJECTS

Building and Evaluating an Item Bank of English Language Listening Test Items

- ✍ CONIAM David John
- ☐ 1 January 2002
- ❖ CUHK Research Committee Funding (Direct Grants)

This project aims to establish and evaluate an item bank of English language listening items. Through contacts with the Hong Kong Examinations Authority (HKEA), I will be permitted access to a considerable amount of 'good' items which the HKEA has piloted and subsequently run in their public examinations. The testing of listening is complicated and time-consuming. The development of an item bank consisting of good, calibrated items will have potential for the school and educational communities as a whole. Properly calibrated, such an item bank can be a very powerful tool. Its significance lies in the manner in which the test-independent nature of IRT-calibrated items, together with an item bank of good, calibrated test material can be used for a variety of diagnostic, evaluative and comparative purposes in different English language assessment situations. (ED01852)

Life-wide Learning Project

- ✍ LEE Chi Kin John • WONG Hin Wah • TSUI Hei Lai (Faculty Office of Education)# • KO Mo Lin Regina (Faculty Office of Education) • MA Hing Tong (Faculty Office of Education) • CHEUNG Yuet Sai Louisa (Faculty Office of Education)
- ☐ 1 September 2001
- ❖ Education Division, Tung Wah Group of Hospitals of Funding from Quality Education Fund

This is a university-school partnership project on curriculum innovation between the Centre for University and School Partnership and five Tung Wah Group of Hospitals primary schools. The innovation will focus on the development of life-wide learning through school-based curriculum design and

diversified teaching activities such as project work. The project will adopt a practical action research approach for curriculum development and evaluation. The Centre for University and School Partnership will help conduct training workshops and offer consultancy on curriculum development and evaluation. (ED01358)

Professional Enhancement Programme on Environmental Education for Primary School Teachers

- ✍ LEE Chi Kin John • WU Kam Wah • LAM Kin Che (Dept of Geography & Resource Management) • SIU Lai Ping Teresa • YIP Din Yan • FUNG Yee Wang (Faculty Office of Education) • MAK CHAN Shuk Yin • CHUI Ching Ying • LAI Man Hong (Dept of Educational Administration & Policy) • LAM Wing Po (Ctr For University & School Partnership) • MA Hing Tong (Faculty Office of Education) • TANG Yiu Nam • CHEUNG Tsui Man (Faculty Office of Education)# • Tang Mei Sin* • LAI Tak Fai Larry* • Prof Moira Chan-Yeung* • Dr Daniella TILBURY* • WONG Hin Wah
- ☐ 1 December 2001
- ❖ Education Department, Hong Kong SAR Government

This project aims at providing a pioneering professional enhancement programme on environmental education for the Curriculum Development Institute of the Education Department, HKSAR. The aims of the project are:

- (1) To empower teachers to become curriculum leaders in environmental education with a view to enhancing their competency and confidence to develop school-based curriculum programmes relating to environmental education in the context of moral and civic education;
- (2) To enhance teachers' motivation, capacity and skills in using the life event approach; and
- (3) To develop teachers' action research skills. The project team will develop web-based self-access materials and provide face-to-face sessions including seminars, workshops, field studies and laboratory work. Participants are required to submit an action research report. Assessment of

the participants will also be conducted upon the completion of the programme.

(ED01686)

Workshop on Curriculum Development and Catering for Student Diversity

✍ LEE Chi Kin John • CHENG Kin Yee Daniel (Faculty Office of Education) • CHEUNG Wai Chun (Faculty Office of Education)# • CHEUNG Yuet Sai Louisa (Faculty Office of Education) • CHOW Chun Yi (Ctr For University & School Partnership) • CHUI Chau Sui (Faculty Office of Education) • FUNG Yee Wang (Faculty Office of Education) • KO Mo Lin Regina (Faculty Office of Education) • MA Hing Tong (Faculty Office of Education) • TUNG Man Chi (Ctr For University & School Partnership)

□ 6 February 2002

❖ Education Department, Hong Kong SAR Government

The main objective of the workshop is to heighten junior secondary school teachers' awareness of issues related to curriculum and education reforms approaches in catering for student diversity.

The features of the workshops include:

- (1) An *inside* or *inside-out* perspective: involvement of frontline middle managers and teachers to provides insights and share experiences on how secondary school can handle recent changes in curriculum reforms as well as adopt varied teaching approaches in catering for student diversity.
- (2) An *outside-in* perspective: involvement of curriculum specialists and School Development Officers (SDOs) to provide insights on how secondary school practitioners can handle recent changes in curriculum reforms and adopt varied teaching approaches in catering for student diversity.
- (3) A *mixed approach* delivery: including lectures, constructivistic activities, and group discussions.

(ED01982)

In-service Teacher Development Courses on Project Learning in Personal, Social and Humanities Education (PSHE)

✍ LEE Chi Kin John • CHENG Kin Yee Daniel (Faculty Office of Education) • CHEUNG Wai Chun (Faculty Office of Education)# • CHOW Chun Yi (Ctr For University & School Partnership) • FUNG Yee Wang (Faculty Office of Education) • KO Mo Lin Regina (Faculty Office of Education) • LAM Wing Po (Ctr For University & School Partnership) • SHIU Lai Hung (Faculty Office of Education)# • MA Hing Tong (Faculty Office of Education) • TUNG Man Chi (Ctr For University & School Partnership) • CHEUNG Yuet Sai Louisa (Faculty Office of Education)

□ 9 February 2002

❖ Education Department, Hong Kong SAR Government

The objectives of the courses are:

- (1) to enable teachers to acquire a through understanding of the theoretical basis of project learning, its impact on students' learning, its application in the Key Learning Area (KLA) of Personal, Social and Humanities Education (PSHE) and school-based implications;
- (2) to provide teachers with the basic knowledge and skills in the design, conduct and assessment of project learning; and
- (3) to motivate teachers and prepare them to play a more active role in collaborating with their colleagues in promoting learning in school.

Special features of the course content and mode:

- (1) In addition to lectures, experience-sharing and discussion activities, field study will be used to provide participants with some first-hand experience and help them to apply the ideas learnt in the course in a school-based setting.
- (2) An individual assignment will be used to help participants plan the design and implementation of project learning in their own school-based context. Feedback will be given to the participants.

(ED01980)

Development of Support Measures for Student Adaptation to English-Medium Schools

✍ MAN Yee Fun Evelyn • CONIAM David John • Christine Anne BRUCE • LEE Kit Bing Icy (Hong Kong Institute of Educational Research) • CHEUNG Yuet Yau* • TAM Wai Kwan Cecilia*

□ 10 July 2001

❖ Education Department, Hong Kong SAR Government

This project proposes to provide a range of support measures for EMI schools to help Secondary 1 students adapt to the English-medium learning environment in secondary schools. 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 studying in EMI schools. The project seeks to enhance the effectiveness of English-medium education for Form 1 students by providing ongoing language enrichment and support measures from three perspectives—for the school, the teachers, and the students. These may be conceptualised as follows:

(1) *For the school* - The project puts forward proposals to help the school create a language-rich environment for students to use English, mainly through establishing an English culture in school.

(2) *For the teachers* - The project proposes to provide teacher training workshops and packages of materials to help both English language teachers and content subject teachers to enhance their professional competence as EMI teachers by providing them with specific strategies and materials to cope with English-medium teaching especially at S1 level. The project also proposes a mentoring programme for teachers, which consists of ongoing teacher education workshops, face-to-face feedback sessions, classroom visits, and a support network through electronic conferencing.

(3) *For the students* - The project proposes additional help by providing them with a self-access language enrichment package specifically designed for EMI students, apart from a summer bridging programme for S1 students. Such a self-access package allows S1 students, especially the less proficient ones to work at their own pace and to develop autonomy in learning.

(ED01576)

Ensuring Enhancement of English Language across the Curriculum through Professional Teacher Development

✍ MAN Yee Fun Evelyn

□ 1 September 2001

❖ Education Dept Funding from Quality Education Fund

The project aims to enhance the English language proficiency of students through providing professional training to both English and subject content teachers in developing and promoting an English-across-the-curriculum approach in English-medium schools. A model of professional development and support based on the international training programme 'ESL in the Mainstream' developed in Australia will be used. The curriculum and related teaching materials will be adapted to meet the local needs of Hong Kong teachers and students. A whole-school approach is advocated in which all teachers have the responsibility for the English language development of students. Teachers coach one another in teaching approaches and strategies through a peer training programme, and help each another to reflect on his or her own classroom practice. The professional development of the teacher as a self-evaluator is a key feature of the project.

(ED01455)

"Enhancement of Students' Mathematics Problem Solving Abilities by the Systematic Introduction of Variations"

✍ WONG Ngai Ying • LAM Chi Chung • LEUNG Shuk Kwan Susan# • MARTON Ference* • WONG Ka Ming Patrick • LEUNG Shuk Kwan Susan*

□ 1 August 2001

❖ Research Grants Council (Earmarked Grants)

Hong Kong students, while found in international comparative studies to outperform their Western counterparts in computational problems, perform less brilliantly in non-conventional, non-routine mathematical problems. Research revealed that local students generally held narrow views about mathematics. To them, mathematics is a set of rules for computation, and solving mathematical problems is the search for appropriate routine procedures by identifying the problem type. In fact, students approaches to mathematical problems are greatly influenced by their views of mathematics, which are, in turn, largely shaped by their experiences in learning, task demands, and classroom environment. In our view, the most critical aspect of learning is the

kind of classroom tasks given, because they define for the students what counts as learning and what mathematics is. This project, which involves eight Secondary One classes for one academic year, is an experimental attempt to enable students to deal with mathematical problems in more flexible manners, by way of widening their learning experience through the introduction of systematic variations of critical features of classroom examples and tasks. Participating teachers' understanding of the theory and practice of more novel, open-ended mathematical problems will be developed. Tasks given to students will largely be drawn from a collective pool developed by these teachers. At the end of the project, students' problem-solving abilities will be evaluated. Changes in the views of mathematics and of mathematics learning among participating teachers and students will also be investigated. Phenomenography offers a theoretical framework and a natural methodological means for this investigation. (ED01333)

Making Personal and Critical Connections to History: A Reading Research Project in Hong Kong Secondary

- ✍ YEUNG Sau Chu Alison
- ☐ 2 March 2002
- ❖ CUHK Research Committee Funding (Direct Grants)

This proposed research is guided by a major question of how Hong Kong secondary school students can break away from thin textbook coverage by making more personal and critical connections to history through reading multiple sources. This qualitative research is inspired by a growing amount of research projects in English speaking regions where text-centered and source-based history has been introduced to enhance the level of critical literacy in history instruction. In order to study the effects of reading history fiction and non fiction in the development of historical understanding, this exploratory study will adopt an empirical research method. That includes a survey of library holdings of 15 participating schools, interviews of teachers and students, and textual analysis of reading reports collected from a summer reading scheme. It is hoped that this project will serve as a ground work for further research on the use of multiple sources both inside and outside history classrooms in the

development of historical thinking among teachers and students in Hong Kong. (ED01357)

Please refer to previous issues of this publication for more details of the following ongoing research at the department:

<u>Edition</u>	<u>Title/Investigators</u>
2000-01	A Test Construction Support System for Chemistry Teachers (ED20009) ✍ CHEUNG Sin Pui • LEE Fong Lok • Wong Kwong Wai Raymond*
2000-01	Refining a Stage Model for Studying Teacher Concerns About Educational Innovations (ED00315) ✍ CHEUNG Sin Pui
1999-00	The Development of Secondary Students' English Language Abilities in Listening and Grammar in English Medium of Instruction Schools in Hong Kong: A Longitudinal Study (ED99001) ✍ CONIAM David John
1998-99	Young Writer Website (ED98034) ✍ HO Man Koon
2000-01	"Hong Kong Young Writer" Teaching Aid (ED20005) ✍ HO Man Koon • AU Pui Kuen*
1998-99	To Examine the Effectiveness of Using Putonghua as Medium of Instruction in Chinese Language Teaching (ED98003) ✍ HO Wai Kit • ZHANG Rui* • CHEUNG Shiu Yip* • HUI Yiu Chi* • CHIU Lam Shing* • CHEUNG Kwok Chung* • LAM Kin Ping* • TAM Shing Chu*
2000-01	A Pilot Scheme on Using Putonghua as a Medium of Instruction in Chinese Language Teaching (AL20003) ✍ HO Wai Kit • LAM Kin Ping Majors • CHEUNG Lai Yin (Faculty Office of Education) • YANG Huimin (Faculty Office of Education)#

- 1995-96 The Status and Needs Assessment of Environmental Education in Primary Schools (ED95015)
 ✎ LEE Chi Kin John • WONG Hin Wah
- 1998-99 Accelerated Schools for Quality Education (ED98021)
 ✎ LEE Chi Kin John • CHUNG Yue Ping Stephen (Dept of Educational Administration & Policy) • LO Nai Kwai Leslie (Dept of Educational Administration & Policy) • WONG Hin Wah • WALKER Allan David (Dept of Educational Administration & Policy) • LEUNG Seung Ming (Dept of Educational Psychology) • PANG Sun Keung Nicholas (Dept of Educational Administration & Policy) • HO Sui Chu (Dept of Educational Administration & Policy) • XIAO Jin (Dept of Educational Administration & Policy) • SZE Man Man Paul • CHIU Chi Shing
- 1999-00 Study on the Effectiveness of Public-Sector Secondary Schools (ED99007)
 ✎ LEE Chi Kin John • CHUNG Yue Ping Stephen (Dept of Educational Administration & Policy) • LO Nai Kwai Leslie (Dept of Educational Administration & Policy) • WONG Hin Wah • TSANG Wing Kwong (Dept of Educational Administration & Policy) • DIMMOCK Clive (Dept of Educational Administration & Policy)# • WALKER Allan David (Dept of Educational Administration & Policy) • PANG Sun Keung Nicholas (Dept of Educational Administration & Policy) • CHEUNG Wai Chun (Faculty Office of Education)# • MA Hing Tong (Faculty Office of Education) • TANG Yiu Nam • KO Mo Lin Regina (Faculty Office of Education) • LEE Lai Mui (Faculty Office of Education)# • LAI Man Hong (Dept of Educational Administration & Policy)
- 1999-00 The Role of Schooling on Human Resource Development in Three Regions in China (ED99014)
 ✎ LEE Chi Kin John • WONG Hin Wah • XIAO Jin (Dept of Educational Administration & Policy) • LO Nai Kwai Leslie (Dept of Educational Administration & Policy) • CHUNG Yue Ping Stephen (Dept of Educational Administration & Policy) • LAI Man Hong (Dept of Educational Administration & Policy) • CHAN Wing Shing*
- 2000-01 Quality Early-childhood Education for All (QEEA) (ED99063)
 ✎ LEE Chi Kin John • MA Hing Tong (Faculty Office of Education) • KO Mo Lin Regina (Faculty Office of Education) • CHEUNG Yuet Sai Louisa (Faculty Office of Education) • TSUI Hei Lai (Faculty Office of Education)# • CHEUNG Tsui Man (Faculty Office of Education)#
- 2000-01 Early Childhood Environmental Education and Teachers Training (ED20004)
 ✎ LEE Chi Kin John • MA Hing Tong (Faculty Office of Education)
- 2000-01 University of School Partnership for Quality Education (USPQE) (ED20008)
 ✎ LEE Chi Kin John • CHUNG Yue Ping Stephen (Dept of Educational Administration & Policy) • LO Nai Kwai Leslie (Dept of Educational Administration & Policy) • WONG Hin Wah
- 2000-01 Partnership Development Project (ED20014)
 ✎ LEE Chi Kin John • CHUNG Yue Ping Stephen (Dept of Educational Administration & Policy) • LO Nai Kwai Leslie (Dept of Educational Administration & Policy) • WONG Hin Wah • CHEUNG Tsui Man

- (Faculty Office of Education)# • CHEUNG Wai Chun (Faculty Office of Education)# • KO Mo Lin Regina (Faculty Office of Education) • MA Hing Tong (Faculty Office of Education) • TANG Yiu Nam • CHEUNG Yuet Sai Louisa (Faculty Office of Education) • PANG Sun Keung Nicholas (Dept of Educational Administration & Policy) • TSANG Wing Kwong (Dept of Educational Administration & Policy)
- 1998-99 A Knowledge-based Multimedia Learning System for Primary School Students (CU98196)
 ✎ LEE Fong Lok
- 2000-01 An Investigation into the Attitudes of Pre-service and Serving Teachers of English Towards the English Language Proficiency Assessment and Their Language Needs in the Training Courses (ED00415)
 ✎ MAK CHAN Shuk Yin
- 1999-00 Development and Research Project on 'Motivation and Model of Learning Among Primary School Pupils in the Subjects of Chinese Language, English Language and Mathematics' (ED99061)
 ✎ WONG Hin Wah • CHUI Ching Ying • YEUNG Chi Kwan • SZE Man Man Paul • MAN Yee Fun Evelyn • LEUNG Shuk Kwan Susan# • LEE Chi Kin John
- 2000-01 中學實施中國語文科「試行課程——共同發展學習材料」計劃校內改變研究
 Research on Major Changes at the School Level in Parallel to the Launching of
- "Curriculum Tryout-Collaborative Learning Material Development" Scheme (ED00400)
 ✎ 黃顯華 WONG Hin Wah • 周漢光 CHOW Hon Kwong • 何偉傑 HO Wai Kit • YEUNG Kwai Hong*
- 1999-00 Enhancing of Students' Mathematics Problem Solving Ability by the Systematic Introduction of Variations: Development of a Framework for Analysing Students' Responses to Open-ended Questions (ED99044)
 ✎ WONG Ngai Ying • LAM Chi Chung
- 2000-01 Courseware Building on the World Wide Web (WWW) (ED00440)
 ✎ WU Kam Wah
- 2000-01 Information Technology (IT) in Education Showroom Phase (I): Representational and Presentational Dimensions (ED00938)
 ✎ WU Kam Wah
- 2000-01 Heroes and Heroines in the History of Hong Kong and Modern China: Voices of Hong Kong Teenage Students (ED00570)
 ✎ YEUNG Sau Chu Alison
- 1999-00 由部首檢字引論中國文字的結構及派生方法
 The Structure of Radical in Chinese Word Families (AL99031)
 ✎ 余迺永 YU Nae Wing

RESEARCH OUTPUTS AND PUBLICATIONS

- <P002049> **李子建**. 〈廿一世紀基礎教育課程的改革：教師角色與發展〉. 論文發表於《「廿一世紀香港基礎教育的挑戰」教育研討會》. 主辦機構為香港浸會大學持續進修學院（廿五週年慶祝活動），香港，2000.01.14.
- <P004248> **余迺永**. 〈宋本《廣韻》系列並論周祖謨校澤存堂本《廣韻》〉. 《國立編譯館館刊》第29卷第1期，頁121-132. 台灣台北，2000.07.30.
- <P004251> **YIP Din Yan**. "Promoting a Better Understanding of Lactic Acid Fermentation". *Journal of Biological Education* vol.35 no.1, pp.37-40. UK, 2000.12.
- <P006024> **李子建**. 《學習困難、補償與輔導教育：尋找《改革方案》的理論基礎》. 教育政策研討系列第38期37頁. 香港：香港中文大學教育學院 香港教育研究所，2000.09.
- <P006310> **LEE Fong Lok and LAM Chi Chung**. "A Caveat to Researchers on the Implementation of Information Technology." *Education Research Journal* vol.15 no.2, pp. 241-256. Hong Kong SAR: Hong Kong Education Research Association, 2000.
- <P011462> **李子建、高慕蓮及張翠敏**. 〈香港課程與教學改革：邁向可持續發展的學校環境〉. 《廿一世紀中國課程研究與改革》頁499-508. 中國北京：人民教育出版社，2001.
- <P011809> **LIT Chi-Kai; SIU Man-Keung and WONG Ngai-Ying**. "The Use of History in the Teaching of Mathematics: Theory, Practice, and Evaluation of Effectiveness". *Education Journal* vol.29, pp.17-31. The Chinese University of Hong Kong, 2001.
- <P011812> **馮生堯、李子建**. 〈教師文化與教育改革〉. 《21世紀中國課程研究與改革》全國課程專業委員會秘書處編. 頁601-611. 中國北京：人民教育出版社，2001.09.
- <P011814> **WAN Kin-Kwok and LAM Chi-Chung**. "Hong Kong Design and Technology Education and Technology Education: Paving the Way Ahead". Paper presented in the International Conference on Technology Education in the Asia-Pacific Region (ICTE 01), organized by Chungnam University, South Korea. Daejeon, South Korea, 2001.10.30.
- <P011834> **WU K.W. Albert**. "On the Taxonomization of Tutoring Systems". *Information* vol.4, pp.363-378. Japan: International Information Institute, 2001.07.
- <P011854> **李子建**. 〈中學中國語文課程改革與單元教學〉. 《中國語文通訊》第59期，頁22-28. 香港：吳多泰中國語文研究中心，香港中文大學中國文化研究所，2001.09.
- <P011880> **黃顯華**. 〈課程論知識體系的構建與課程研究方法的轉型〉. 《21世紀中國課程研究與改革》人民教育出版社，2001.08.
- <P011983> **黃顯華、朱嘉穎**. 〈大學與學校伙伴合作下課程與教師專業的發展——處理學生個別差異的探究〉. 論文發表於第三次全國課程學術研討會暨中國教育學會教育學分會課程專業委員會第一屆第三次年會，主辦機構為中國教育學會教育學分會課程專業委員會 中國長春，2001.09.
- <P012062> **梁振威及李子建**. 〈香港小學中國語文科教材和人文素質教育關係初探〉. 《課程·教材·教法》總第217期2001年第11期，頁63-66. 北京：人民教育出版社 課程教材研究所，2001.11.
- <P012063> **郭懿芬、李子建、高慕蓮**. 〈往日崎嶇還記否？——課程改革者的獨白〉. 論文發表於國際語文教育研討會，主辦機構為香港教育學院、香港中文大學、香港大學. 香港，2001.12.

- <P012064> **高慕蓮、李子建、梁振威.** <專題研習與語文教學的關係>. 論文發表於國際語文教育研討會 2001, 主辦機構為香港教育學院、香港中文大學、香港大學 香港, 2001.12.
- <P012065> **李子建.** <香港學校課程統整的理念與實施：檢討與展望>. 論文發表於課程統整國際學術研討會, 主辦機構為中華民國教材研究發展學會 台灣台北, 2001.12.
- <P012066> **李子建.** <香港可持續發展教育的現狀與進展>. 論文發表於「環境與永續發展通識教育」國際學術研討會, 主辦機構為台灣教育部、中華民國環境教育學會、國立台灣師範大學、環境教育研究所 台北, 2001.11.30.
- <P012067> **李子建、高慕蓮.** <全方位學習理念與實踐：對新修訂中學中國語文科課程的啟示>. 論文發表於第四屆中文課程教材教法國際研討會, 主辦機構為香港中文大學教育學會 香港, 2001.12.
- <P012081> **林智中.** <課程統整真的比分科課程為好嗎？>. 論文發表於中國教育學會課程專業委員會第三次全國課程學術研討會. 中國長春, 2001.09.
- <P012083> **黃顯華.** <課程改革及照顧學生多元化>. (講座) 課程改革及照顧學生多元化工作坊. 8 頁. 香港: 香港中文大學教育學院大學與學校夥伴協作中心, 2001.07.11.
- <P012189> **LEE Chi Kin John, CHUNG Yue Ping Stephen, LO Nai Kwai Leslie, WONG Hin Wah, TSANG Wing Kwong, DIMMOCK Clive, WALKER Allan David, PANG Sun Keung Nicholas, CHEUNG Wai Chun, MA Hing Tong, TANG Yiu Nam, KO Mo Lin Regina, LEE Lai Mui and LAI Man Hong.** "Study on the Effectiveness of Public-Sector Secondary Schools (Phase 2) Individual Case Reports (School A-F) and a Cross-Case Report". 700 pgs. Hong Kong: Centre for University and School Partnership and Hong Kong Institute of Educational Research, The Chinese University of Hong Kong. 2001.11.
- <P012198> **WONG Ngai-Ying.** "The Lived Space of Mathematics Learning: From Conception to Action". *Proceedings of International Conference on Mathematic Education* pp.6-19. Changchun, China, 2001.08.
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- <P012320> **黃毅英.** <橢圓規三款>. 《數學教育》 第 13 期, 頁 77-78. 2001.12.
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see also <P012156>, <P027857>

RESEARCH PROJECTS

"**Storied Lives of Teacher Educators and their Sources: Narrative Inquiry into the Qualities of Educators, Teachers and Educated Persons**"

✉ CHENG Hon Man Roger

☐ 1 November 2000

❖ CUHK Research Committee Funding (Direct Grants) • Research Grants Council (Earmarked Grants)

This project tries to study the storied lives of five teacher educators (all university professors), through which the narrative unifying qualities of educators, qualities of teachers and qualities of educated persons could be constructed. This narrative inquiry into the sources of educators is shaped by the quest for answering these four questions:

- (1) How have they lived their lives in which the identity of educator plays an important part?
- (2) What qualities (and their sources of cultivation) they conceive themselves having in being educators?
- (3) How would they conceive themselves as agencies for teacher development (as teacher educators) in nurturing qualities in teachers?
- (4) What sort of qualities that educated persons should have?

In the 'enlightened eyes' (Eisner 1998) of these teacher educators, what criteria of educateness have been lived through? Underlying this project lies a theoretically inquired systematisation, i.e. categorisation, of qualities of educated persons, which are to be empirically informed by how educators employ the (Chinese) qualitative terminology in evaluating themselves as exemplars of the educated, and in evaluating teachers (as revealed in their agencies for teacher development). Its outcome is expected to confirm the 'qualitarian' hypothesis that desirable human qualities form the criterion of educatedness and hence conceptions of educated persons reflect preferred, culturally laden lists of human qualities.

(ED01334)

Quality Schools Project

✉ CHUNG Yue Ping Stephen • CHIU Chi Shing • LO Nai Kwai Leslie • WONG Hin Wah (Dept of

Curriculum & Instruction) • LEE Chi Kin John (Dept of Curriculum & Instruction)

☐ 1 August 2001

❖ Quality Education Fund, HKSAR Government

The Quality Schools Project (QSP) is a new school improvement project consolidated from the experience gained from the Accelerated Schools for Quality Education Project (originated from ASP, Professor Henry Levin). It aims at helping 40 full-model schools, 20 support schools and 30 associate schools in Hong Kong to become a workplace of full learning capacity with inspiring environment. The QSP will focus on the domain of "teaching and learning" especially on English language learning, project learning and learning programs for "the gifted" and the "underachievers" such as mathematics, thinking and problem-solving skills, creativity, multiple abilities and other generic skills.

The action plan designed for full-model schools includes (1) paradigm shifting activities; (2) collaborative demonstration and implementation of programs / activities (for technical know-how transfer); (3) teacher internalization / consolidation programs and (4) teacher empowerment activities (for dissemination of good practices).

The QSP will provide support to selected teachers in support schools to try out innovative curriculum programs. In return, teachers in support school will disseminate good school practices to full-model schools and associate schools. Support schools will take the lead in forming district school networking.

The QSP will perform the match-making role, networking associate schools with full-model schools and support schools to form quality circles.

The Hong Kong Institute of Educational Research will provide a sound research back up (both quantitative and qualitative) for the QSP. Cross-schools study and case study approach will be employed to understand the change process of schools and to develop an accelerated school transformation model.

(ED01326)

"**Parental Involvement in Children's Education: What Works and How It Works**"

✉ HO Sui Chu • KWONG Wai Man*

☐ 1 December 2001

❖ Research Grants Council (Earmarked Grants)

The decentralization policy and school-based management elevated the issue of home-school cooperation to the agenda of educational reform, and has since fueled a growing interest in promoting parental involvement as one of the strategies to enhance children's education and to improve the accountability of schools to the community. However, a number of studies suggest that Asian parents are only prepared to support children's learning *at home*, not *in school*, and that school administrators and teachers are generally not receptive toward parental participation *in school*. It appears that the meaning of 'parental involvement' varies with people, and that there is a limit to the ways that parents can be involved and to the level of involvement they are prepared to undertake. Yet, we know very little about how schools, teachers, and parents understand the meaning and value of 'parental involvement'. Nor have we profiled and accounted for the diverse forms of parental involvement in our schools, yet we speculate that a constellation of individual and school-based factors may be at work to determine its success or failure. The present project seeks to investigate these issues by first exploring the complexity of the phenomenon through a series of ethnographic case studies, followed by a multilevel and longitudinal survey to look for patterns and causal relationships that account for what/how parental involvement works in Hong Kong primary schools.

(ED01335)

OECD Programme for International Student Assessment (PISA): The Hong Kong Trial Study of PISA 2003

✉ HO Sui Chu • WONG Ka Ming Patrick (Dept of Curriculum & Instruction) • LAM Chi Chung (Dept of Curriculum & Instruction)

☐ 1 March 2002

❖ CUHK Research Committee Funding (Direct Grants)

The Programme for International Student Assessment (PISA) is a new regular survey of 15-year olds assessing their preparedness for adult life. The PISA programme was launched in 1997 by the OECD with the objective to develop regular, reliable and policy relevant indicators on student achievement.

The data strategy defines three cycles of the projects: PISA 2000 focusing on reading literacy, PISA 2003 focusing on mathematical literacy and finally PISA 2006 focusing on scientific literacy. HKPISA 2000 is being successfully implemented by the Hong Kong Institute of Educational Research, of the Chinese University of Hong Kong. PISA 2003 constitutes the second cycle of the project, which will be conducted in 2002-2004.

The purpose of the HKPISA 2003 trial study is to continue the investigation of HKPISA2000 and develop a longitudinal database for the study of several problems confronting the youth in Hong Kong secondary schools. Specifically, the study attempts to investigate: (1) relationships between student performance (including reading literacy, mathematics literacy and science literacy) and school factors such as the quality of the school's human and social resources, funding and decision making mechanisms; (2) differences in achievement patterns within countries; between schools as well as the extent to which schools influence the relationship between students' performance and the economic, social and cultural capital of their families.

The study will parallel the second cycle of PISA study conducted by the OECD in over 40 countries. This international study can extend our knowledge on the effectiveness of Hong Kong basic education by establishing a timely, longitudinal, and multilevel database. The full project can provide direction for schools instruction efforts and for students' learning as well as insights into curriculum strengths and weaknesses. They also provide tools for central authorities to monitor achievement levels especially when administration is developed and schools are being run in partnership with communities. The fund requested in this application are for a trial study to accomplish the following steps: (1) construct the sample design; (2) translation of questionnaires and assessments; (3) field test the student questionnaire and assessment in 30 schools; and (4) prepare for the main study of HKPISA2003. Following this pilot study, funds from QEF and RGC will be sought to the full study.

(ED01768)

Programme for International Student Assessment 2003 in Hong Kong

✉ HO Sui Chu • LO Nai Kwai Leslie • CHUNG Yue Ping Stephen • TSANG Wing Kwong •

WONG Ka Ming Patrick (Dept of Curriculum & Instruction) • LAM Chi Chung (Dept of Curriculum & Instruction) • YIP Din Yan (Dept of Curriculum & Instruction) • CHIU Ming Ming (Dept of Educational Psychology) • CHUN Ka Wai Cecilia (Dept of Curriculum & Instruction) • SZE Man Man Paul (Dept of Curriculum & Instruction) • MAN Yee Fun Evelyn (Dept of Curriculum & Instruction)

□ 1 April 2002

❖ Education Department, Hong Kong SAR Government

The programme for International Student Assessment (PISA) is a regular survey of 15-year olds assessing their preparedness for adult life. The OECD, with the objective to develop regular, reliable and policy relevant indicators on student achievement, launched the PISA programme in 1997. There are three cycles of the project: PISA 2000 focusing on reading literacy, PISA 2003 focusing on mathematical literacy and finally PISA 2006 focusing on scientific literacy. HKPISA 2000 is being successfully implemented in Hong Kong by the Hong Kong Institute of Educational Research of The Chinese University of Hong Kong. HKPISA 2003 constitutes the second cycle of the project, which is supported by The Chinese University of Hong Kong in preparing the field trial in 2002. The HKPISA 2003 study will be conducted in 2003-2006 in over forty countries.

The purpose of the HKPISA 2003 study is to develop a longitudinal database for the study of several problems confronting 15-year old youths in Hong Kong secondary schools. The result of the study will extend our understanding of the cumulative yield of the education system for students who will nearly finish their basic compulsory education in Hong Kong. Moreover, the cross-cultural, multilevel and longitudinal design of the study will extend the literature on school effectiveness and will be useful to policy-makers, school administrators, teachers, parents and students.

(ED01712)

Convergence across Hong Kong and Mainland China: Education Requirements for Hong Kong People's Employment in Mainland China

✉ HUNG Fan Sing • CHUNG Yue Ping Stephen • TAM Man Kwan

□ 14 December 2001

❖ CUHK Research Committee Funding (Direct Grants)

This research project aims to investigate the impacts of China's economic development on education in Hong Kong. With China's rapid economic growth over the past two decades and entry into WTO in 2001, employment opportunities in mainland China for Hong Kong people are emerging rapidly. Education and training requirements for such opportunities are opening up new horizons for education in Hong Kong. Such horizons include the following questions:

- (1) Are people in Hong Kong aware of economic changes in Hong Kong and China? How do they interpret such changes? How do they interpret the past?
- (2) What are the opportunities that Hong Kong people may benefit from China's rapid economic development? How does education in Hong Kong cope with such opportunities?

(ED02551)

Enhancing English Proficiency through School-based Learning

✉ LAM Yee Lay Jack

□ 1 October 2001

❖ Quality Education Fund, HKSAR Government

Sensing that there has been many problems associated with the current NET program, (e.g. disorientation on the part of the recruited native English teachers, the mismatch between the recruits and the employing schools, and the huge expenses involved in putting the program in practice), the current project provides an alternative by utilizing the student-teachers in the last stage of graduate studies in Australia and Canada to come to Hong Kong schools for completing their field experiences. In so doing, it is hoped that with the presence of international student-teachers in Hong Kong schools, they can generate the same amount of excitement in facilitating students in learning English, in promoting professional exchange with teachers with minimum cost. Principals will have student-teachers, having had the enriching experiences of working in foreign school system will decide whether the new environment is inductive to their professional growth. Both parties may decide to extend their working

relationship or terminate further partnership without any legal or financial obligations.
(ED01985)

Cross-cultural Comparisons of Processes and Stages of Organizational Learning

- ✍ LAM Yee Lay Jack
- ☐ 1 March 2002
- ❖ CUHK Research Committee Funding (Direct Grants)

The proposed project is a follow-up of the previous works funded by Direct Grants as well as a RGC grant. Concerns for major sources that motivate schools to undertake adjustment and changes in the present movement of school reforms, through organizational learning in Hong Kong, Taiwan, Central Canada and Western Australia pinpoint peculiar patterns of adaptation. Some environmental factors exerted considerable constraints on school organizations, triggered collective learning process and attained tangible outcomes. Other forces with equal disruptive impacts created little or no concerted responses from schools. A case in point was the growing severity of student problems, which, in large measure, reflect societal and family problems. And yet, there is an unusual universal non-action on the part of the schools as far as organizational learning is concerned. One of the schools of organizational studies, i.e., the “strategic choice” school highlights the initiative of leadership as the determinant for organizational action and adaptation. The purposes of this research therefore are threefold: (1) to locate the motives and rationale of school leadership in taking or not taking any collective means of resolving the issues on hand. (2) to trace the specific processes and stages of organizational learning related to different issues. (3) to understand any differences in rationale, perspectives, and strategies of school leadership, if any, that may be culturally-related.
(ED01422)

Developing Schools through Self-evaluation

- ✍ PANG Sun Keung Nicholas
- ☐ 1 October 2001
- ❖ A Group of Aided Primary & Secondary Schools in Hong Kong 2001 - 2002 • A Group of Aided

Primary & Secondary Schools in Hong Kong
2002 - 2004

The project aims to help schools develop their own models of school-based management, institutionalize a self-evaluation framework in daily practices and cultivate a climate of educational change in the schools. A self-renewal strategy will be institutionalized in the schools through establishing a self-evaluation framework and using school-based performance indicators in self-evaluation. The self-renewal strategy will allow schools to inculcate a quality culture and to improve continuously. Both quantitative and qualitative data of the schools’ performance will be collected and analyzed, the results of which will be reported to the schools concerned. In-services and consultancy will be provided to each school regarding to their further development in the process of continuous improvement. The primary, ultimate purpose of the self-renewal strategy is to improve the learning of students when the schools’ effectiveness is improved and when there is a quality culture in the schools. Parents and the wider community will be benefited because the school self-evaluation process leads to annual reports containing fair, reliable and objective information about the schools. These reports ensure that schools are accountable to parents.
(ED01672)

The Developmental Assessment of Newly-appointed Principals in Hong Kong

- ✍ WALKER Allan David • LEUNG Seung Ming (Dept of Educational Psychology)
- ☐ 1 September 2001
- ❖ Education Department, Hong Kong SAR Government

This project aims to further institutionalise the needs assessment component of a broader programme of Continuing Professional Development (CPD) for newly-appointed principals in Hong Kong. Earlier stages of the project involved the development and application of developmental assessment mechanisms and the collection of data on individual participants and cohorts of newly appointed principals. It also involved the establishment of a close professional relationship between the Education Department, CUHK academics and groups of experienced principals. This project aims to continue and refine

and further evaluate the NAFPhk process. Outcomes of the project will include meaningful professional development for a group of 100 principals and valuable additions to the research base on the beliefs and needs of school leaders in Hong Kong.
(ED01514)

Preparing for the Principalship: The Development Needs of Aspiring Principals in Hong Kong

✍ WALKER Allan David

□ 1 November 2001

❖ Education Department, Hong Kong SAR Government

The project aims to research, trial and develop a needs assessment scheme for aspiring school principals in Hong Kong as they contemplate the challenge of leading schools in the future. The project will involve reviewing existing approaches to principal assessment internationally; working with a focus group to research the state of aspiring principals in Hong Kong and then develop an empirically based scheme. The focus of the research and development project is on future leadership for school-based management and school improvement. A related aim is to ensure a cadre of future leaders for Hong Kong Primary and Secondary schools. As well as providing valuable data into school leadership, the project will have at least three other outcomes. First aggregated data resulting from the process will assist providers of professional development in conceptualizing and planning relevant professional development for aspiring principals. Second, participation in the needs assessment exercise will, in itself, be an extremely worthwhile professional development exercise for those involved. And third, the needs assessment package for aspiring principals will be developed so that it articulates neatly with the existing needs assessment package for newly appointed principals and also with a mind to a possible scheme for serving principals.
(ED01775)

The First Year: Personal Needs Assessment for Newly Appointed Principals

✍ WALKER Allan David

□ 1 January 2002

❖ Education Department, Hong Kong SAR Government

The project aims to collect data from all principals newly appointed to Hong Kong schools during the 2002 and 2003 school years. Data will be collected through a purpose-designed needs assessment scheme that began operation in 2000. Data will be collected through structured questionnaires, personal reflection and report instruments, a psychometric instrument, structured vignettes, direct observation and a personal development plan. Data will be analyzed by period and year of appointment, and then aggregated with 2000 and 2001 data to form a comprehensive understanding of the needs, perceptions and skills of newly appointed principals in Hong Kong. The context of the research is the challenge of school-based management and school improvement, and the multiple leadership issues related to a rapidly shifting educational environment. Aggregated data will be valuable for theory building and assisting professional development providers in conceptualizing and planning relevant professional development opportunities. Also included in the project is the running of two assessment exercises and two assessor-training exercises. Participation in the needs assessment exercise by both participants and assessors will, in itself, be an extremely worthwhile professional development exercise for those involved.

(ED01688)

Please refer to previous issues of this publication for more details of the following ongoing research at the department:

<u>Edition</u>	<u>Title/Investigators</u>
2000-01	The Organization for Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA): The Hong Kong Pilot Study (ED00849) ✍ HO Sui Chu
2000-01	The Hong Kong-PISA Project: Monitoring the Quality of Education in Hong Kong from an International Perspective (ED20023)

- ✎ HO Sui Chu • CHUNG Yue Ping
 Stephen • TSANG Wing Kwong •
 CHUN Ka Wai Cecilia (Dept of
 Curriculum & Instruction) • SZE
 Man Man Paul (Dept of Curriculum
 & Instruction) • YIP Din Yan (Dept
 of Curriculum & Instruction) • MAN
 Yee Fun Evelyn (Dept of Curriculum
 & Instruction) • CHIU Ming Ming
 (Dept of Educational Psychology) •
 WONG Ka Ming* • HO Wai Kit
 (Dept of Curriculum & Instruction)
- Curriculum & Instruction) • LO Nai
 Kwai Leslie • WONG Hin Wah
 (Dept of Curriculum & Instruction) •
 YIP Din Yan (Dept of Curriculum &
 Instruction)
- 1999-00 A Review of Quality Education Reforms
 in Hong Kong: Progress and Limitations
 (ED99046)
 ✎ TSE Kwan Choi
- 1999-00 The Representation of Citizenship in
 Chinese Societies: A Comparative Study
 of Social Subjects at Primary Level in
 Mainland China, Taiwan, Hong Kong &
 Macau (ED99047)
 ✎ TSE Kwan Choi
- 2000-01 External Environment and School
 Organizational Learning (CU00368)
 ✎ LAM Yee Lay Jack
- 2000-01 School Self-evaluation and School-based
 Performance Indicators (ED20001)
 ✎ PANG Sun Keung Nicholas
- 2000-01 A Study of the Motivational Structure of
 Primary Schools in Hong Kong
 (ED00550)
 ✎ TAM Wai Ming Frank
- 2000-01 Consultancy Study on the Promotion of
 Parent Education (SS20015)
 ✎ TAM Wai Ming Frank • CHENG
 Hon Man Roger • HO Sui Chu •
 LAM Ching Man (Dept of Social
 Work) • MA Lai Chong (Dept of
 Social Work)
- 1999-00 Evaluation on the Implementation of the
 Medium of Instruction Guidance for
 Secondary Schools (ED99008)
 ✎ TSANG Wing Kwong • CHEUNG
 Sin Pui (Dept of Curriculum &
 Instruction) • CHUN Ka Wai Cecilia
 (Dept of Curriculum & Instruction) •
 HO Wai Kit (Dept of Curriculum &
 Instruction) • HUNG Fan Sing •
 LEE Chi Kin John (Dept of
- 2000-01 Principalship Development through
 Assessment - Needs Assessment for
 Newly-appointed Principals (ED20021)
 ✎ WALKER Allan David • LEUNG
 Seung Ming (Dept of Educational
 Psychology)
- 1999-00 Preliminary Analysis of Firm Data
 Collected through "1998 Pilot Study for
 Education and Work: The Efficacy of
 Schooling in Human Resource
 Development in Three Regions in China"
 (ED99020)
 ✎ XIAO Jin
- 2000-01 Education and Work: The Efficacy of
 Schooling on Human Resource
 Development in Three Regions in China
 (CU00379)
 ✎ XIAO Jin • CHUNG Yue Ping
 Stephen • LEE Chi Kin John (Dept
 of Curriculum & Instruction) • LO
 Nai Kwai Leslie • WONG Hin Wah
 (Dept of Curriculum & Instruction)

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see also <P012189>, <P012609>, <P017381>, <P020033>, <P020131>, <P020132>, <P021083>, <P026689>, <P02693>, <P027474>, <P029812>

RESEARCH PROJECTS

Developing and Evaluating a Chinese Cognitive Strategy Instruction Program for Junior Secondary Students in Hong Kong

- ✉ CHAN Wai Ock David • LAU Kit Ling*
- 1 March 2002
- ❖ CUHK Research Committee Funding (Direct Grants)

This proposed study aims to introduce a new reading instruction model, Cognitive Strategy Instruction (CSI) model, to Chinese language teachers and to develop a Chinese CSI program for junior secondary students in Hong Kong. Derived from the information processing perspective, the CSI model emphasizes the importance of using cognitive and metacognitive strategies during the reading process. It is believed that applying the CSI model in Chinese language teaching can train students to become strategic learners as well as helping teachers to implement measures in line with the current curriculum reform.

Four to six schools will be invited to participate in this study. Training workshops will be provided for the Chinese language teachers and the program will be tailored to meet the needs of each school. The program will last for four to six weeks. A reading comprehension test, strategy use and reading motivation questionnaire will be used to assess students' reading ability and motivation before and after the program. The effectiveness of the program for enhancing students' reading comprehension and motivation will be evaluated based on the above quantitative data as well as other qualitative information, including meeting records, classroom observation reports and interviews with teachers. (ED01566)

Coping Strategies and Psychological Well-being of Gifted Students in Hong Kong

- ✉ CHAN Wai Ock David
- 1 March 2002
- ❖ CUHK Research Committee Funding (Direct Grants)

This proposed study aims to find out how gifted students cope with their being gifted, or problems they face as a result of their high abilities. Specifically, this study has two parts. The first part will cover the construction of an instrument to measure gifted students' social coping strategies – such as denial, hiding of talent, conformity, extracurricular involvement, and fear of failure – based on the work of Swiatek (1998). The second part will investigate gifted students' adjustment problems, coping strategies, and their psychological well-being, and the relationships among adjustment problems, coping strategies and psychological well-being.

The findings of this study will inform us on how gifted students in our sample usually cope with adjustment problems, and whether or not they experience significant levels of psychological symptoms. This information may help shed light on how best to help promote psychological well-being of gifted students through coping skills training and preventive interventions.

(ED01935)

Successful Leadership Development Programme

- ✉ CHAN Wai Ock David • CHEUNG Ping Chung • CHENG Pui Wan
- 9 March 2002
- ❖ Education Department, Hong Kong SAR Government

This project aims to enhance the leadership ability and quality of the exceptionally gifted students, and to develop their potential. The program focuses on students' personal and leadership skills development, and provides opportunities for participating students to demonstrate their leadership ability in serving their schools and the community. Target students will be about 100 senior secondary students identified by the Fung Hon Chu Gifted Education Centre as being exceptionally gifted. These students should have been nominated by their schools as students who have demonstrated outstanding potential or performance in leadership. The leadership training will consist of a series of intensive university-based training held at the Chinese University of Hong Kong, followed by a practicum component in the form of school / community services. Participants will finally report on their training and service at the end of the program.

(ED01812)

A Longitudinal Study of Peer Relations in Chinese Children in Hong Kong and China: Instrument Development and Explorations of Social Withdrawn Behaviors

✉ CHANG Lei

☐ 31 December 2001

❖ Research Grants Council (Earmarked Grants)

The proposed study will employ primarily quantitative methods to explore the processes of peer relations in primary school children from Hong Kong and China. Longitudinal data will be collected to understand how children and parents conceptualize and perceive different types of withdrawn and solitary as well as aggressive behaviors and how these behaviors are related to other aspects of children's social-emotional development. One aspect of children's social emotional development is the development of their communication skills and styles. These longitudinal data will help identify developmental predictors and outcomes contributing to the affect and social development of Chinese children. Developmental characteristics of the only children in China will also be observed and compared with the non-onlies in Hong Kong.

(ED01339)

Classroom Studies of Group Processes: How do the Problem Solving Processes of Successful and Unsuccessful Groups Differ?

✉ CHIU Ming Ming

☐ 1 November 2001

❖ CUHK Research Committee Funding (Direct Grants)

What helps productive group work? What hinders it? Researchers have argued that a group's structure, training and processes affect the group's outcome(s). Group structure (e.g., group size) and group training (e.g., to improve communication) have received more attention because they are relatively easier to measure.

This study will analyze how various group processes during cooperative learning (CL) affect later group processes and group outcomes. Specifically, how do cognitive and social-emotional process variables

affect (a) later cooperation, (b) correctness of actions and (c) solution scores?

About 200 students in 6 primary school classes in 2 schools will study fractions in CL groups for a week. I will optimize the structure of my group work sessions and the training of my participants based on past studies. Using statistical techniques to control for group structure and training, this study focuses on the effects of different types of group processes. Videotapes of the CL groups will be transcribed and coded. Group process variables will be captured within a five-dimensional framework of (1) evaluations of one another, (2) knowledge content and (3) invitation to participate, (4) correctness, and (5) politeness level. Statistical analyses and case studies will be used to document the relationships between process variables and outcomes, and among the process variables themselves.

Past studies of group processes have been statistically problematic. Difficulties include binary dependent variables, group-specific effects, time period-specific effects, serial correlation and systems of equation problems. This study introduces a new methodology that will address all of these difficulties – multivariate, multi-level Probit/Logit with time series analysis. The results will help build a systematic understanding of CL processes and eventually help people work together more productively.

(SS01890)

Subjective Meaning of Depression, Anxiety, Anger among Children and Their Help-seeking Behavior

✉ LAM Ka Nei

☐ 1 April 2002

❖ CUHK Research Committee Funding (Direct Grants)

News reports of childhood suicide related to worries about academic performance, childhood bullying and violence, and research findings of elevated scores on mental health instruments make evident that Hong Kong schoolchildren experience high levels of symptoms related to depression, anxiety and anger. This study aims to (1) increase understanding of children's subjective experience of depression, anxiety and anger; (2) investigate children's subjective meaning of help-seeking behaviors; (3) incorporate this information into a classroom-administered videotape intervention; and

(4) evaluate the effectiveness of this videotape intervention in increasing appropriate help-seeking behavior. Stage 1 will collect and content analyze qualitative data from 200 students on how they experience depression, anxiety, and anger; how they perceive responses to their problems by parents, teachers and counselors; and how they would like to be helped. Stage 2 will integrate Stage 1 findings to create a videotapes in which children approach parents, teachers and counselors for emotional problems and receive help consistent with their needs and preferences. Stage 2 data will be collected from 200 students, 100 of whom will view the intervention videotape, and 100 of whom will view an attentional control condition videotape unrelated to emotional problems or help-seeking. Data will include (1) baseline student self-report of likelihood of seeking help for emotional problems, and (2) post-videotape student self-report at one-week follow-up. (SS01373)

1999-00 Social-emotional and Parental Indicators of Withdrawn and Aggressive Behaviors in Primary School Children (ED99029)
 ✍ CHANG Lei • DODGE Kenneth* • SCHWATZ David*

2000-01 Indication and Prevention of Aggressive and Withdrawn Behaviours in Primary School Children (SS20005)
 ✍ CHANG Lei • MCBRIDE Catherine Alexandra (Dept of Psychology)

1999-00 The Psychosocial Development and Achievement Motivation of Gifted and Non-gifted Children in Hong Kong (CU99139)
 ✍ CHEUNG Ping Chung • LAU Sing*

2000-01 An Electronic Version of the Wallach-Kogan Creativity Tests (ED20003)
 ✍ CHEUNG Ping Chung

Please refer to previous issues of this publication for more details of the following ongoing research at the department:

Edition Title/Investigators

2000-01 Assessing Characteristics and Needs of Gifted Students: Perspectives from Students, Their Peers, Parents, and Teachers (ED20011)
 ✍ CHAN Wai Ock David • CHENG Pui Wan • CHEUNG Ping Chung • YUNG Ka Kui* • Chan Lai Kwan*

1998-99 The Development and Psychometric Evaluation of a National Standardized Putonghua Test (CU98047)
 ✍ CHANG Lei • HAU Kit Tai

1999-00 Correlates of Bullying and Victimization Among Primary School Children in Hong Kong and China (ED99021)
 ✍ CHANG Lei

1999-00 Aggression, Withdrawal, and Communication Styles of Middle School Students in Hong Kong (ED99049)
 ✍ CHANG Lei

2000-01 Classroom Studies of Group Processes: How do the Problem Solving Processes of Successful and Unsuccessful Groups Differ? (ED00459)
 ✍ CHIU Ming Ming

2000-01 Metaphorical Reasoning in Mathematics: Novices and Experts Solving Negative Number Problems (ED00588)
 ✍ CHIU Ming Ming

1998-99 Teacher Burnout: Its Relationships with Teacher Self-Concept, Occupational Stress and Purpose in Life (SS98031)
 ✍ LAU Siu Ying Patrick

2000-01 Implementing a Career Guidance and Counselling Programme in Secondary Schools (ED20012)
 ✍ LEUNG Seung Ming • LAU Siu Ying Patrick • Chan Po On Ella* • Leung Kin Man Thomas*

2000-01 Relations of Preferential Processing Modes to Intra-individual Delays in Cognitive Development (SS00517)
 ✍ NI Yujing

1998-99	Inhibition of Thought and Action (CU98191) ✉ SHIU Ling Po • KORNBLUM Sylvan* • CHAN Tin Cheung (Dept of Psychology)	Developmental Regulation Before and After a Deadline (SS20007) ✉ WONG Wan Chi • Prof. Shen Ji Liang* • Prof. Jutta Heckhausen*
2000-01	Control Processes in Chinese Students' Academic Pursuit: A Study on	

RESEARCH OUTPUTS AND PUBLICATIONS

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- <P018351> **CHIU Ming Ming; KESSEL, C.; MOSCHOVOCH, J. and MUNOZ, A.** "Learning to Graph Linear Functions: A Case Study of Conceptual Change". *Cognition and Instruction* vol.19 no.2, pp.215-252. Mahwah, NJ, USA: Lawrence Erlbaum, 2001.07.
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<P019198> **李宏利、雷麗、王爭豔及張雷.** 〈互聯網對人的心理影響〉. 《心理學動態》 頁 66. 中國北京: 中國科學院心理研究所, 2001.

see also <P018876>, <P018924>, <P021083>, <P026380>

RESEARCH PROJECTS

An Olympic Education Program for Hong Kong, Canada and Beijing School Children

✉ HA Sau Ching Amy • BINDER Deanna L* • REN Hai*

☐ 1 June 2002

❖ CUHK Mainline Research Scheme

Traditionally, curriculum has been developed within national boundaries, with globalization – in sport and physical education – as in many other areas, a concern arises regarding the transference of curriculum concepts and processes from one cultural context to another, particularly in the field of ethics/values. *Olympism*, with its emphasis on ethical sport and international understanding, has the potential to “reach across cultural boundaries, and contribute to helping to make a better and more peaceful world” (Binder 2001). The goals of Olympism also intersect with the new active living initiatives of the United Nations and World Health Organizations.

In order to create a world where all children and young people participate regularly in joyful physical activity, the applicants proposed to conduct a collaborative study on Olympic Education for school children in Hong Kong, Canada and Beijing with the following objectives:

- (1) To promote the development of those physical and moral qualities which are the basis of sport;
- (2) To educate young people through sport in a spirit of better understanding between each other and of friendship, thereby helping to build a better and more peaceful world;
- (3) To spread the Olympic principles throughout the world, thereby creating international goodwill;
- (4) To insert Olympic and Sport Education into a regular physical education class and other extracurricular activities
- (5) To conduct an evaluative study to examine the effect of Olympic and Sport Education Program on school children
- (6) To compare the similarities and differences of the program effect among Hong Kong, Canada and Beijing school children

In the face of globalization and rapid changes that are taking place in different educational reforms, the applications believed that the timing of introducing

the Olympic and Sport Education to school children in Hong Kong, Beijing and Canada is significant. Therefore, the main goal of this study is to inspire children to participate in physical activity based on an inclusive approach and focusing on the unity of body, mind and spirit. In particular, this study is to help teachers understand the importance of helping young people to construct and enrich their personality by developing such important personal and social skills as self-confidence, solidarity and mutual respect, especially through fair play. This valuable initiative as an important first step in the direction of new and effective ways of teaching physical education and sports, beneficial to children’s physical, intellectual and emotional balance and development (Binder, 2000; Ren, 2001) (ED01995)

The Effects of Tai Chi Exercise on Proprioceptive and Neuromuscular Responses in the Elderly

✉ HONG Youlian • LI Jingxian

☐ 1 December 2001

❖ CUHK Research Committee Funding (Direct Grants)

Eleven percent of the population in Hong Kong is aged 65 years and over. Falls and fractures are the major causes for the loss of functional independence in this older population. These problems partly result from the sedentary lifestyle that accelerates the decline in muscle strength, coordination and postural stability.

Proprioception describes many physiological processes within the sensorimotor system including joint position sense, kinesthesia, balance and reflex muscle activation. It also mediates voluntary and involuntary motor responses to permit smooth and coordinated movements. It has been found that deficient proprioception is related to functional instability and falls in the elderly.

Exercise has beneficial effects on the health and functioning ability of the elderly. Among the exercise forms, Tai Chi (TC) has gained tremendous popularity among the elderly population in China and other countries. Numerous studies have demonstrated that regular TC exercise can improve muscle strength, balance control, flexibility, and help to prevent falls in the elderly. However, whether these beneficial effects are related to improved proprioception has not been reported in the literature.

The purpose of this study is to investigate the effectiveness of long-term TC practice on the proprioceptive and neuromuscular responses, in terms of joint position sensation, kinesthesia, balance, and reflex muscle activation, by comparing with two other equivalent groups of healthy older adults involved in either the same period of jogging practice or as sedentary controls. The results will enable us to make realistic, practical recommendations on exercise for the elderly. Such efforts will be in line with the goals of World Health Organization (WHO) and the Hong Kong Government in promoting the health of elderly people.

(ED01346)

Towards Understanding the Lower Extremity Internal Load Exertion and Balance Control During Tai Chi Exercise

✉ HONG Youlian • LI Jingxian

□ 1 March 2002

❖ CUHK Research Committee Funding (Direct Grants)

There is little understanding about the internal load exertion and balance control characteristics during Tai Chi (TC) exercise. The purposes of this study are threefold. The first purpose is examine the internal load in terms of the net moments of force of ankle, knee and hip joints induced by performing TC exercise on long-term practitioners and beginners. The second purpose is to examine balance control characteristics of long-term practitioners and beginners during TC exercise. The third purpose is to examine the difference between TC long-term practitioners and beginners in balance control characteristics and the TC exercise-induced internal loading. Twenty-five qualified TC masters who have practiced TC for 10 years or more will be recruited to form the experienced TC practitioners group, and another twenty-five matched TC beginners will form the beginners group. Movement kinematics will be measured by three-dimensional video analysis. Ground reaction force on each foot will be measured by two force plates. The load (forces and moments) imposed on the lower extremity joints will be determined by inverse dynamic approach with the input data of body anthropometry parameters, movement kinematics and reaction force data. The balance stability during TC movement will be characterized by the scores of the

sway of the center of pressure on the force plates. The results of this study would lend insight into the mechanism of why TC exercise can improve lower extremity strength and balance control ability that are closely related to prevention of falls.

(ED01927)

High Glycaemic Index Foods: Effect of Feeding Pattern on Exercise Performance after Recovery in Athletes

✉ WONG Heung Sang Stephen • David Paul JOHNS

□ 1 November 2001

❖ CUHK Research Committee Funding (Direct Grants)

This study will examine the efficacy of different patterns of ingestion of high glycaemic index foods during a short recovery period. Twelve well-trained runners will complete two trials in a counterbalanced design. Each trial will consist of a 90-min run on a level treadmill at 70% $VO_{2\max}$ followed by 4-hr recovery, and then a run to exhaustion at the same speed as R1. Twenty minutes after R1, subjects will consume a prescribed meal with a glycaemic index of 77 (65% CHO, 15% protein, and 20% fat) in either a “gorging” or “nibbling” intake pattern. In the GOR trial the foods will be consumed in a single meal, whereas in the NIB trial the same total amount of prescribed food will be equally divided into three portions and consumed by the subjects at hourly intervals. During REC, subjects will also drink a volume of water equal to 150% of their body mass loss during R1. Physiological and biochemical responses will be monitored throughout the experimental periods. This study will add to the nutritional research literature and provide practical information for exercise scientists, high performance athletes and coaches in Hong Kong and China indicating the most appropriate means to enhance the recovery process.

(MD01582)

Effect of Pre-exercise Glycemic Index Meals on Running Performance

✉ WONG Heung Sang Stephen

□ 1 February 2002

❖ CUHK Research Committee Funding (Direct Grants)

Therefore, the purpose of this study is to investigate the effect of consuming a low glycaemic index (LGI) meal and high glycaemic index (HGI) meal prior to prolonged, submaximal running on energy metabolism and running performance. Twelve endurance-trained male runners will be recruited in this study which will be approved by the university clinical research ethical committee. Preliminary trials will be carried out to determine the subject's VO₂max and lactate threshold. Subjects will be advised to refrain from strenuous exercise, caffeine and alcohol 24 hours before each trial. Two hours before the main trial, subjects will consume either a LGI or a HGI meal with similar amount of macronutrients and portion size. Each subject will then be required to complete a 21 km treadmill run for as fast as possible. Venous blood will be collected at regular intervals for biochemical analysis. Expired air will also be collected regularly for gas measurement.
(MD01612)

Please refer to previous issues of this publication for more details of the following ongoing research at the department:

<u>Edition</u>	<u>Title/Investigators</u>
1999-00	Investigation on Health-related Physical Fitness of School Children in Hong Kong (CU99131) ✍ CHAN Chin Ming Roy • HONG Youlian • HA Sau Ching Amy • HUI Sai Chuen • WONG Heung Sang Stephen
1999-00	Authentic Assessment: The Implications of the Observational Checklists and Scoring Rubric in School Physical Education Programme (ED99052) ✍ CHAN Wan Ka Daniel • HONG Youlian • Carroll Robert*
2000-01	Development of PE Assessment Related Profile System - Including Electronic Recording System (ED20017)

	✍ CHAN Wan Ka Daniel • HONG Youlian • Robert Carroll* • Chau Cheong Leung*
2000-01	Effects of Enriched Physical Education Programs on Physical Fitness in Schoolchildren (CU00381) ✍ David Paul JOHNS • HA Sau Ching Amy • WONG Heung Sang Stephen
1999-00	Improved Individualization through Program Modifications for Hong Kong Junior Secondary School Physical Education (ED99031) ✍ HA Sau Ching Amy • CHAN Wan Ka Daniel • RINK Judith E.*
2000-01	Quality Assessment of Hong Kong Secondary School Physical Education: The Use of Self-Evaluation Approach and Performance Indicators (ED20010) ✍ HA Sau Ching Amy • David Paul JOHNS
1999-00	The Effects of Carrying School Bags on Biomechanical and Physiological Responses in Children (CU99122) ✍ HONG Youlian • WONG Aaron Shun Ki* • LI Jing Xian*
2000-01	A Study on Quantifying Kinematics and Muscle Strain During Manual Lifting Different Weights in Hong Kong (BL20008) ✍ HONG Youlian • WAN Yu Kwan
2000-01	Quantitative Analysis of Muscle Loading During Tai Chi (TC) Exercise in Older Adults - A Pilot Study (BL00638) ✍ HONG Youlian • LI Jingxian
2000-01	Exploring the Characteristics of Neuromuscular Activity and Movement Kinematics and Kinetics in Tai Chi (TC) Exercise (CU00360) ✍ HONG Youlian • LI Jing Xian*
2000-01	Muscle Activity, Movement Kinematics and Kinetics During Tai Chi Movement in Anterior Cruciate Ligament (ACL) Patients (MD20056)

- 1999-00 Physical Activity, Physical Fitness and Heart Disease Risk Factors (ED99059)
✍ HUI Sai Chuen • THOMAS Neil G (School of Pharmacy) • Brian TOMLINSON (Dept of Medicine & Therapeutics) • Wong Ping San John*
- 2000-01 Use of Information Technology in Quality Physical Education: Development of An Interactive Web-based Computer Program (ED20006)
✍ HUI Sai Chuen • CHAN Wan Ka Daniel
- 2000-01 Effect of Hot Environment on Performance During Simulated Cycling and Running in Triathletes (ED20002)
✍ WONG Heung Sang Stephen • LAM Ching Wan (Dept of Chemical Pathology) • CHEN Jidi* • Chen Shi Yi* • Chung Susan* • LEE Man Cheong* • LEE Chi Woo Daniel*
- 2000-01 Effect of Rehydration with Beverages & Water on Recovery from Exercise (ED20018)
- 2000-01 Regular Exercises for Health - Morning Exercise, Eye Exercise and Light Stretching Exercises During the Change of Class Period (ED20016)
✍ WONG Heung Sang Stephen • LAU Wing Chung# • SUNG Yn Tz Rita (Dept of Paediatrics) • CHEN Jidi* • Chen Shiyi* • Li Zhijun* • Lee Yau Wing Vincent* • Chan Kui Yin*
- 2000-01 Effect of Frequency of Ingestion of High Glycemic Index Foods on Recovery From Prolonged Exercise and Subsequent Endurance Capacity (ED00620)
✍ WONG Heung Sang Stephen • WOLEVER Thomas Matthew Story*
- 2000-01 Effect of High Glycemic Index Foods on Recovery From Prolonged Exercise (ED00673)
✍ WONG Heung Sang Stephen • Chung Susan* • CHUNG Pak Kwong*

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see also <P012727>, <P012729>, <P013197>, <P015625>, <P02714>, <P02947>