

Communicating Great Ideas and Research Findings: Overcoming the Nonpublication Syndrome

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Although the decision to publish one's ideas, theories, or research results is entirely the scholar's or artist's unquestioned privilege, scientists and academics nowadays are constantly reminded that they are judged not so much by what they do in teaching and research, but by what they do in teaching and research, but by what they write, and by how much they communicate through publication. Few scholars will deny that communicating their great ideas and research results is an integral part of their academic and research activities, and failure to do so may mean immediate loss in the publish-or-perish game, and potential loss for later generations, which can be great and far-reaching. Yet, many great thinkers, artists, and scholars have suffered from the syndrome of nonpublication.

Classroom Climate and Student Outcomes in Primary Mathematics

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This study examined associations between classroom climate and affective and cognitive outcomes among primary mathematics students in Singapore. Also, gender differences in students' achievement, attitudes and perceptions of classroom climate were explored. A random sample of 1,512 boys and girls from government primary schools was used. For the analysis of climate-outcome associations, simple, multiple and canonical correlation analysis and multilevel (hierarchical linear model) analyses were conducted using two units of analysis, namely, the individual student and the class mean. For the analysis of gender differences, multivariate analyses of variance for repeated measures was performed for the two outcome measures and the classroom climate scales. The study led to validation of a widely-applicable and convenient learning environment questionnaire for future use by researchers and teachers at the primary school level. Overall the different methods of analysis yielded consistent associations between classroom climate and student outcomes. Gender differences were detected in mathematics achievement, in favour of boys, but girls generally viewed their classroom climate more favorably than the boys did.

Spurring without a Spur – Motivating L2 Learners through Token Economy

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With the belief that leaning motivation relates closed to students' day-to day experience in the classrooms, an English Improvement Award Scheme was specially designed and tried out in a Hong Kong secondary school. The aim of the Scheme was to stimulate higher learning motivation and better performance in the English subject through the provision of instant reinforcement. This token system rewarded improvement in dictation, composition, test and class participation. The performance of students at junior secondary levels was monitored for four months. With analyzed statistics on the token scores and questionnaires answered by a sample of 119 students and 12 teachers, this study aimed at evaluating the effects which the Scheme had brought in English learning and how well-received it was for both student and teachers.

爲了提高學生對學習英語的興趣，鼓勵他們積極爭取好成績，香港一所中學推行了一項全校性的英文進步獎勵計劃，就學生在英文默書、作文、測驗和課堂參予幾方面的優良表現及進步，加以獎勵。此項研究通過對學生和老師的問卷調查和抽樣訪問，旨在檢討此計劃在推行首季內之成效。

Games Teaching: Changed or Unchanged?

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The Teaching for Understanding Movement is an innovation in games teaching and was first introduced by Bunker and Thorpe at Loughborough University of Technology in 1982. The main focus of this approach is on the understanding of the games and the development of the cognitive experiences through teaching of tactical awareness. Obviously, it is different from the skill-based approach which stresses the learning of skills and techniques. Over the past ten years, the innovation has been gradually disseminated in U.S.A., Australia and New Zealand. The studies on the effectiveness of this approach generally reported that this is a new direction on games teaching (Booth, 1983; Stoddart, 1985; Lawton, 1989). At present, many PE teachers in Hong Kong still adopt the skill-based approach in games teaching. Therefore the introduction of the Teaching for Understanding approach to Hong Kong should be a completely new and challenging movement, In order to provide a more reflective climate for the teaching of games in Hong Kong, and if appropriate, to start the process of introducing a different approach, a survey was conducted to find out the

teaching approach or approaches PE teachers used during games lessons; how they felt and if they accepted this change.

「領會教學法」是球類教學中的一個新路向。在 1982 年，這方法首先由英國洛夫堡科技大學兩位講師 – 賓嘉(Bunker)及霍普(Thorpe)所提倡，其重點是教導學生明白該球類項目如何進行及透過教導戰術而發展學生認知的體驗。這些重點明顯地與「技巧教學法」中強調技巧學習有點不同。經過十多年的推廣介紹，歐美及澳紐各地深受影響，其間有很多研究報告指出這個方法的優點，並被推崇為球類教學中的一個新路向。目前，香港大部份的體育教師仍採用「技巧教學法」教導球類課，因此引入此方法是一項新挑戰。為了提供多一種球類教學法給香港體育教師採用，本調查的目的是希望了解教師目前教導球類課的狀況，及對「領會教學法」新路向的看法。

Novice and Experience Teachers' Instructional Activities in the Classroom

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This study was designed to compare the instructional activities of trained and experienced teachers (ET) and untrained and less experienced teachers (LET) in the classroom setting. A teaching acts model (TAM) for analyzing routines was suggested. In this method, an instructional routine was decomposed into basic elements called teaching steps and teaching steps and teaching acts. Two instruments, the Description of Instructional Processes (DIP) and the Teaching Processes Observation Schedule (TPOS) were developed to help to describe and evaluate the teaching activities and routines. Seven ET and five LET from a convenient sample of six secondary schools in Hong Kong were observed, videotaped, and interviewed.

Results indicated that most of the teaching activities of the ET and LET were executed as instructional routines that were activated by content progress rather than by students' behaviors. Also, teaching activates consisted mainly of three commonly used the exposition, interaction, and classroom management. In terms of methods, both the ET and the LET commonly used the exposition approach, the textbook and the chalkboard. But, the ET showed better management skills, such as being more firm and assertive in teaching, thus producing better results. Findings of this study have applications in the study and improvement of teaching in the classroom.

Arranging Journal Writing and Dialogue in Developing Reflective Thinking in Nursing Education

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This study examined the use of journal writing and dialogue in developing reflective thinking in nursing students. Through the writing of reflective journals and dialogue sessions, nursing students in a post-registration diploma program were to examine professional issues in nursing. Data, in the forms of journal writing, dialogue, and interviews were gathered. The findings in this study suggested that students benefited from multiple learning strategies in developing reflective learning. The combination of journal writing and dialogue have potentiated the effect of reflective learning outcomes. The analysis of data revealed that students needed frequent feedback from the teacher to develop reflective learning. Students welcomed the opportunities for challenges and ideas from peers during pre-arranged dialogue sessions.

New and Experienced Secondary School Principals: Leadership, Management Difficulties, Confidence, Efficacy, and Satisfaction

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The present study aims to investigate the pattern of work life of new and experienced principals in terms of leadership forces, management difficulties, confidence to overcome difficulties, sense of efficacy, and job satisfaction. A total of 152 principals from Hong Kong secondary schools were involved. Results showed that three groups of principals could be identified in terms of length of experience (1-2 years, 3-5 years and 6 or more years) and strength of leadership. The relationship between the length of experience and strength of leadership was found to be non-linear with the 3-5 year group being the lowest in leadership. The top ten most difficult issues in school management faced by the principals were identified and discussed. The group effects of principal experience on perceived management difficulties, confidence to overcome the difficulties, sense of self-efficacy and job satisfaction were analyzed. The findings suggest three stages of professional growth of secondary school principals, namely, the observing stage, the action stage and the stability stage. Implications are proposed

for practice and further study.

School Re-Engineering in the New Century: An Organizational Perspective

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Numerous educational changes and school reforms have been conducted to pursue educational effectiveness and educational quality in different parts of the world. Unfortunately, most of the past educational reform with focus on fragmentary improvement and remedial treatment are not sufficient to bring holistic school development and long term effectiveness, and inevitably many of them have experienced serious frustration or failure.

Integration from my recent research and thinking, this paper aims to propose from an organizational perspective a direction including ten importance tendencies are: (1) towards multiple school functions from simplistic purposes; (2) towards school autonomy and self-initiative through school-based management; (3) towards school healthy functioning through a knowledge-based profile; (4) towards school continuous learning and development through strategic management; (5) towards human initiative through multi-level self management in school; (6) towards school multiple effectiveness through a dynamic process; (7) towards holistic education in school through layer management; (8) towards synergy and effectiveness through congruence in school; (9) towards total home-school collaboration and community support for resources, ideas and legitimacy and (10) towards school driving force through transformational leadership.

Hopefully, school re-engineering in this direction can support schools to facilitate continuous development of students and staff, increase support of parents and community, improve technology in education and management, and pursue multiple functions more effectively at different levels of our society. All those concerned particularly our students and teachers can benefit from the coming school reforms.

中文教學的課堂提問技巧分析

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提問在語言課堂上是一種非常重要的教學技巧。調查所得，能幹的教師能利用適當的提問來提高學生的學習能力。根據科目和教學內容，提問的內容可分為不同

層次與類別。本文就鄭品安(1988)所提出的九種提問技巧：思考型、引導型、突破型、中介型、激疑型、強化型及歸結型九種，作進一步分析，從每一種的提問的特點、提問目的、應用原則等，加以探究，並以香港中學課文為例，以予說明。

Questioning is a very important skill commonly used in classroom teaching. Researches confirm that effective teachers could exercise suitable kinds of questioning to facilitate students' learning. Zheng Pui On (1988) has categorized the types of questioning into nine categories, namely, the thinking type, the curiosity type, the reinforcing type and the concluding type. The purpose of this paper is to analyse the characteristics of each type, its purpose and the principles of its application. Examples taken from Hong Kong secondary chinese text will be given to illustrate the characteristics and their use.

中文科教師對學生學習和使用簡體字的意見分析

何萬貫

香港中文大學

本研究透過問卷探討中學中文教師對對學生學習和使用簡體字的意見。研究結果，可供課程設計者和中文教師參考。結果顯示：大部分教師贊成在高中階段可教學生認識簡體字；至於中級階段，大部分教師准許學生在日常語文練習及考試中使用簡體字。在高中階段，大部分教師准許學生在日常語文練習及考試中使用簡體字，但在初中階段只有 30% 教師准許學生使用簡體字。

The research aims to probe Chinese language teachers' opinions on the study and use of simplified characters by students in Hong Kong in order to provide a reference to the promotion of adopting simplified characters in teaching. The result shows that most teachers feel that simplified characters should be taught in senior forms of secondary school and only 40% of the teachers feel that they may even be adopted in lower forms. Around 30% of teachers allow their students to use common simplified characters in daily exercise in lower forms whereas most teachers allow it in senior forms. Similarly, over 80% of teachers allow their senior form students use simplified characters in examination but only 30% allow lower form students to do so.

香港中學的課外活動和公民教育

謝均才

香港中文大學

本文試圖針對課外活動在校內公民教育活動架構、課外活動的開設、項目、性質、組織、成員和學生參與等數方面來檢討目前本港中學利用課外活動推行公民教育的措施及策略，以及研究課題作出建議。

This paper assesses the ways of implementation of civic education through extra-curricular activities in Hong Kong secondary schools in terms of their parts in the structure of schools' civic education programmes, the provision, items, nature, membership, organization of extra-curricular activities and students' participation. This paper concludes that it is not optimistic to promote civic education through extra-curricular activities as there are many negative factors involved. Finally, it makes suggestions on the implementation of future civic education programmes through extra-curricular activities, as well as the research questions to be explored.

家長及學生投入課外活動的因素

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家長的積極參與對學校的課外活動至為重要。本文透過問卷訪問隨機抽樣所得之 40 所小學及 56 所中學共有 3453 名學生及其家長，研究家長投入金錢和時間的願意程度、對課外活動之認同、學校氣氛、對子女之期望與家庭背景間之關係；同時亦探討學生對課外活動的興趣和投入、自我形象、學校氣氛和家庭背景間之關係。研究結果有助政策制定者及教育仕策劃更佳的課外活動。