

Gifted Education and Talent Development When the Pursuit Excellence is Excellence Itself

David W. Chan

On July 1 1997, Mr. Chris Patten, the last Governor of colonial Hong Kong sent this cable to London after the handover of Hong Kong to China: "I have relinquished the administration of this government. God Save the Queen." Colonial Hong Kong as a "borrowed place, living on borrowed time" has now been transformed into a Special Administrative Region governed by the people of Hong Kong. More importantly, this political transition also marks a turning point for the design and implementation of reform measures in housing, education, social welfare, and health care systems in the new era. Focusing on education, Hong Kong, after the transformation, should now be in a position to make long-term plans in developing improved and quality education for our children and our future generations.

A Civilizational Perspective on Compulsory Education

Ruth Hayhoe

Hong Kong Institute of Education

This paper explores the idea of a civilizational perspective on compulsory education. It begins with an explanation of the notion of a civilizational perspective, and how it was developed for the field of comparative higher education, particularly relations between Asian higher education and the West. It then considers the relations between compulsory education and modern industrial society, and the transition now facing compulsory education in the post-industrial era. A few examples are provided to show how the Asian heritage might be drawn upon to enrich this transition and make a positive contribution to the next phase of human civilization.

Basic Education and National Development: Current Issues and Strategies for China

Weifang Min

Peking University

The presentation is to discuss basic education and national development: the current issues and strategies for China. Basic education in this context is defined as the nine-year compulsory education as defined by the "Compulsory Education Law"

adopted by China. The presentation is divided into four sections. The first section elaborates the point that basic education is the top priority among the national development policies. It is argued that basic education is the foundation for all dimensions of development. In today's new information age, the scientific and technological revolution, and the dramatic economic and social development, have made basic education even more important than before. We have to understand the role of basic education by taking into account the recent changes in the development process, which are dramatic, unprecedented, and significant, characterized by the information revolution, the economic transformation and the strong tendency of internationalization. The second section discussed the financial needs and the financing strategies for the nine-year compulsory education in China. The third section focuses on the key issues in improving the quality of teaching and learning in Chinese basic education; finally, the issue in the basic education of China is discussed in section four.

Why Compel Schooling Historical Legacy and Contemporary Issues

Francisco O. Ramirez

Stanford University

“If the government would make up its mind to require for every child a good education, it might save itself the trouble of providing one. It might leave to parents to obtain the education where and how they pleased and content itself with helping to pay the school fees of the poorer classes of children, and defraying the entire school expenses of those who have no one else to pay for them. The objections which are urged with reason against State education, do not apply to the enforcement of education by the State, but to the State's taking upon itself to direct that education which is a totally different thing. That the whole or any large part of education of the people should be in State hands, I go as far as anyone in deprecating. All that has been said of the importance of individuality of character, and diversity in opinions and mode of conduct, involves as of the same unspeakable importance, diversity of education. A general State education is a mere contrivance for which pleases the predominant power in the government, whether this be a monarch, a priesthood, an aristocracy, or the majority of the existing generation, in proportion as it is efficient and successful, if it exists at all, as one among many compelling experiments, carried on for by purpose of example and stimulus, to keep the others up to a certain standard of excellence.”

John Stuart Mill, *On Liberty* (1859)

What Happens to the Attainment of Our Bottom 20% of Student at the End of Their nine-year Compulsory Education?

Ka-kui Yung

The University of Hong Kong

A number of recommendations have been made by the Hong Kong Government in the last few years to provide additional resources for schools that take in the weakest 20% of secondary students. These policies implicitly imply that the group of students are having special educational need as they need extra resources for fulfilling their needs in learning. This study is an attempt to investigate into the attainment level of some of the bottom 20% of students at the end of their 9-year compulsory education. A sample of 993 Secondary 3 students from 4 schools all located within the same urban district took part in the study to assess both their attainment level and their intellectual functioning. Over 95% of these students were coming from the bottom 20% group of students within the same district. They were all administered the Raven's Progressive Matrices Test for ascertaining their intellectual functioning in terms of their non-verbal reasoning ability. Each student also took the Hong Kong Attainment Tests on the 3 basic subjects of Chinese, English and mathematics. The tests are devised by the Education Research Unit of the Hong Kong Education Department and are standardised for local Primary 3 to Primary 5 pupils. On the test for looking at their nonverbal reasoning ability, over 60% of the students were at least within the average range of intellectual functioning when their scores were compared with other children of the same age in Hong Kong. Their results for the standardised attainment tests reflected that over 90% of the students in the schools were attaining at or below P.5 level across the two major subjects of Chinese and Mathematics and more than 70% of the students were attaining at or below P.4 level in the subject of English. The finding indicated that majority of the students are backward in their attainment by 4-5 years. This reaffirmed the findings of the earlier pilot study (Yung, 1994) on another group of S.3 graduates (n=435) in one of the sample schools a year before this main study. Findings of both studies indicated that majority of the students in the bottom 20% of secondary students should have average intellectual ability to cope with their schooling. Schools with large intake of students from this stratum of secondary students in Hong Kong might need to reconsider how they can modify their curriculum to meet the educational needs of these students in the light of these findings on their academic achievement after 9 years of compulsory education. The data also reflects the need for educators to review the efficacy of the 9 years

compulsory education system especially around the years of Primary 3 and 4 when most of the students from the group seemed to have difficulty to move further by their attainment.

Processing of Bilingual Information: Interdependence Memory Model and Linguistic Interdependence Model

Ping-kee Siu

Lai-ping Teresa Siu

Wai-kit Ho

David Coniam

The Chinese University of Hong Kong

Studies of bilingual memory explore how bilingual information is processed and organized by the memory system. Studies of bilingual learning try to analyze how the two languages influence each other in their development. This article attempts to describe the theoretical positions and empirical findings of these two different approaches and stress their similarities and concurrence in their generalization and interpretation of their results.

Student Teachers' Perceptions of Teaching and Learning: An exploratory study the level of reflectivity

Chi-kin John Lee and Ka-ming Patrick Wong

The Chinese University of Hong Kong

Reflective teaching, of various interpretations, has been increasingly discussed in the literature of teacher education. By employing a hierarchical framework which has integrated essential elements of Van Manen's of reflectivity, Biggs and Walkins' conceptions of teaching and learning, and LaBoskey's categories of reflection in teacher education, the study attempted to explore local student teachers' perceptions of teaching and learning in terms of their levels of reflectivity. The investigation consisted of a questionnaire study administered twice to a group of 70 student teachers (57 taking both, 11 only the first, and 2 only the second) who completed teacher-training courses in the former Colleges of Education, and were then taking a full-time B. Ed. programme at the university. Their verbal descriptions of teaching, learning and the inter-relationship were analysed and coded, first based on a prespecified framework of reflectivity, and second, by using indexed key words only.

Cluster analysis was applied to the coded data by the second scheme to establish convergence of the two approaches and to reveal group characteristics in verbal responses. Overall, the results have revealed that the majority of subjects, despite their training experience, still held traditional quantitative conceptions of teaching and learning. Furthermore, there was a lack of congruence with regard to the quantitative conceptions of teaching and an interdependence between the two. These results call for a critical re-examination of current approaches to induce more qualitative, reflective understanding of learning and teaching in teacher education programme.

反思教學在教師教育的文獻中備受討論，亦有不同的詮釋。本文嘗試結合 Van Manen 的反思水平、Biggs 及 Watkins 就教與學的感知及 LaBoskey 對教師教育中的反思分類等理論觀點，來探討本地戰前教師教與學感知的反思水平。本研究採用同一問卷，對 70 名職前教師先後進行兩次調查（57 位答兩次，11 位只填答第一次，2 位只填答第二次）。他們俱已完成教育學院的師範課程，並正在大學修讀全日制教育學學士課程。他們所填答對有關教與學以及兩者關係的資料，採用了兩種方式處理：第一種及基於前述預設的理論架構分類；第二種利用答案中之關鍵字轉錄，再經過群聚分析，嘗試確立二者之收斂性及填答之典型組別特徵。結果顯示大部分已完成師範訓練的職前教師教與學仍處於傳統和較量化的理解，而且這種理解與其對教與學之關係缺乏一致性。就這些結果，我們有必要檢視當前教師教育課程中應如何建立對教與學更質化及具反思性的理解。

Is Anybody Listening? Implicit Messages from Hong Kong Primary Classrooms

Peter Bodycott

Hong Kong Institute of Education

Studies of classroom environments indicate children learn through individual and collaborative interactions with their classroom environment, and though the skilled intervention of teachers. This study explored 7 primary classrooms in Hong Kong in an attempt to determine how the classroom environments supported learning, and what messages were being implicitly sent to pupils about language teaching and learning. Observational records were made of the environmental, self-related and symbolic elements that existed in each classroom. Findings reveal highly structured classroom environments largely devoid and responsibility for learning, an emphasis on neatness, accuracy and conformity, learning by memorization, and a devaluing of English and written language in general.

Construct Validation of Head and Heart Qualities in Business Education: An Empirical Investigation in Hong Kong

Chi-sum Wong

The Chinese University of Hong Kong

Ping-man Wong

Hong Kong Institute of Education

In investigating the managers' necessary qualities in making business decisions, Maccoby (1976) found out that there was a disparity in perceived importance between "qualities of head" and "qualities of heart". "Qualities of head" were perceived as much more important and they led to a greater amount of rewards from business organization. These qualities are akin to "thinking" (e.g., ability to take the initiative and pride in performance) while "qualities of heart" are aligned with "feeling" (e.g., sense of humor and generosity). However, there is little systematic research investigating the construct validity of the classification of business qualities. The study refines the measures and cross-validates the constructs this classification of business qualities. This study refines the measures and cross-validates the constructs by multiple samples and external criteria. The results indicate that the two constructs are distinct and have expected relationships with external criteria. Hong Kong business students also perceive the head qualities as more important. Implications for research are discussed.

Maccoby (1976) 研究管理人員作商業決策的素質時，指出心和腦的素質在重要性上的偏頗，一般來說腦的素質被認為遠較心的素質重要。所謂腦的素質是指理智方面的能力(例如主動性及以成就為榮的傾向)，而心的素質是指感性方面的能力(例如幽默感及慷慨)。但是，過去關於這兩個構念的研究，甚少檢訂其構念效度(construct validity)。本研究以多樣本方法在香港進行這方面的檢訂，我們首先以第一個樣本修正過往的測量項目，然後以另一樣本作確認因素分析及與其他變項關係之檢訂。結果印証了心和腦的素質是兩個相關而獨立的構念，而香港的管理學生同樣著重腦的素質而輕視心的素質。最後，我們討論了這些發現對未來研究的啟示。

Weighting the Dimensions of Student Ratings of Teaching Effectiveness

Derek Cheung

Hong Kong Baptist University

An important unresolved issue in student evaluation research is how different rating dimensions should be weighted for summative evaluation. This study demonstrated the use of hierarchical confirmatory factor analysis to determine the weights. A model for evaluating the teaching effectiveness of a B. Ed. programme delivered by distance

education was hypothesized, which consisted of four first-order factors and one second-order factor. The four first-order factors represented four separate dimensions of the construct Teaching Effectiveness: Student Development; Assessment; Learning Materials; And Face-to-face Component. The second-order factor subsumed all the four dimensions and was treated as a general factor of effective teaching. End-of-semester student ratings provided clear support for the a priori model. Ways to compute the weights for the four dimension based on second-order factor loadings were demonstrated.