

**Promoting Quality Education through Developing Gifted Programs:  
The University-School Tripartite Model of Talent Development**

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The development of gifted programs in Hong Kong reflects the changing notion of giftedness from a unitary to a multidimensional conceptualization. Based on the assumption that the majority of students have some talent areas that can be developed through the “gifted and talented” approach, the University-School Tripartite Model of Talent Development initiated at the Chinese University of Hong Kong has interrelated university-based, school-based, and university-school interface components that call for close collaboration between university and school. The Model serves as an invitation to research and development in all components areas. It also highlights the importance of translating exemplary university-based programs and practices into school-based activities for the gifted and for those who are less able such enhanced quality education can be achieved for all students in Hong Kong.

*Key words: gifted/ education; talent development; quality education*

**Student Prior Learning Experience – Its Significance to Course Perception,  
Approaches to Learning and Learning Outcome (A Case Study in Canada)**

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Finding from traditional studies in student learning indicate that a student’s perceptions of the learning environment, learning approach, and learning outcomes are interrelated. This case study suggests further that the prior learning experience of the student could lead to variation in the perception variable. A student with surface learning experience would only focus on the surface element of the course and adopt a surface approach to study. By using two interview tasks, this study also suggests that a student who adopts a surface approach to learning, depending on the level of the task, could also attain a deep level of understanding. In this case study, the student generated a canonical conceptualization of meiosis but failed to apply that concept to complicated task. All these two findings have significance for educational researchers and practitioners in course design.

*Key words: prior knowledge; learning process; learning outcome*

### **Thinking Styles, Abilities, and Academic Achievement among Hong Kong University Students**

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622 entering freshmen from The University of Hong Kong responded to the Thinking Styles Inventory, based on Sternberg's theory mental self-government. Data also included the participants' university entrance-examination test scores as well as their self-rated analytical, creative, and practical ability levels. Multiple-regression analysis procedures showed that (1) thinking styles served as predictors of academic achievement over and above abilities; (2) male students' academic achievement was positively related to analytical thinking, whereas female students' academic achievement was negatively related to either analytical or creative thinking; and (3) in general, the higher the participants rated themselves on the creative scale, the poorer academic achievement was. Implications of these results are discussed.

*Key words: thinking styles; abilities; academic achievement*

### **The Effect of Four Learning Conditions on Short-term Recall of Lexical Meaning**

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Recent research has demonstrated that the paired associates of L1 word-L2 word, impair learning. It was found the L1 word interfered with the learning of the target word which was juxtaposed. However, reversing the order to L2 word-L1 word reduced the adverse effect. Moreover, presenting the L2 word alone first and delaying the L1 equivalent as informative feedback improved recall performance. Although direct translation is one common method to acquire lexical meanings, another usual

practice in decoding is the dictionary definition. This project dealt with the use of target language definitions in comparison with native language translations is short-term recall of English word meaning. A within-subjects experiment was completed with Secondary One Chinese migrant children in Hong Kong. In the study, the Chinese translation or English definition was either paired with the target word or used as informative feedback. The four experimental conditions were: (I) Simultaneous Word-translation, (II) Simultaneous Word-dictionary definition, (III) Word (5 seconds interval) → translation as feedback, and (IV) Word (5 second interval) → dictionary definition as feedback. Three orthogonal comparisons were carried out on mean proportions of correct responses. Results revealed that the feedback conditions were superior to the simultaneous conditions; the translation conditions were more favourable than the definition conditions; but no interaction was detected.

*Key words: vocabulary learning; learning lexical meaning; second language teaching*

### **Scholarship Reconsidered: An Asian Perspective**

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The work of Ernest Boyer and The Carnegie Foundation for the Advancement of Teaching has highlighted the often confounded roles and expectations of faculty towards their work in the university setting. This paper will examine faculty and administrative perceptions of faculty work at four institutions in Singapore and the People's Republic of China, that specialize in physical education. The majority of faculty participants' interests learned toward teaching, yet administrators in China felt that research was more important for faculty promotion and institutional recognition. The Singapore administration did, however, see teaching as more important than research. The collective faculty saw research as important to their careers but felt there needs to be better ways, other than publication records, to assess faculty performance. They believe that teaching effectiveness should be at the forefront of this process.

*Key words: scholarship; faculty; physical education*

## **An Analytic Approach to the Choice between Content and Method on Teacher Education**

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In this paper methods frequently used in economic theory are applied to the analysis of the optimal distribution of the time available for teacher education between teaching/learning “content”, i.e., what to teach and “method”, i.e., how to teach. The results obtained do not provide a simple formula to specify that distribution. However, they provide a simple formula to specify that distribution. However, they provide a framework for the analysis of the problem that is likely to be useful for the administrators of institutions educating teachers, and, also, it indicates the types of statistical information is likely to be most useful.

*Key words: mathematical modeling; educational theory; educational policy*

## **兩種學習範文方式之閱讀理解成績之比較研究 - 「學生自習」與「教師講解」**

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學習範文有兩種方法，一為「學生自習」，一為「教師講解」，本研究根據教師所撰寫教案之教學重點，編寫測驗題目，藉以測試學生能否透過自習而掌握課文的內容和寫作技巧。本研究以兩所中學之中四學生為研究對象，一為「學生自習組」，一為「教師講解組」。實驗後，利用 two-way ANCOVA 分析前測及後測之分數。結果顯示，兩組學生在課文測驗中的閱讀理解總成績並無顯著的差異。而在低層次的內容理解與一般修辭技巧的掌握方面，學生基本上可透過自習方式而習得有關知識。由此可見，教師並不需要在課堂上花費時間詳細教授這方面的知識。