

Rethinking Scholarship in Education in Hong Kong: Implications for Educational Research

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Discontent with the emphasis on research versus teaching in higher education and the bias in the evaluation of scholarly activities of institutions by the University Grants Committee have led to the articulation of a broadened and multidimensional conception of scholarship in education in Hong Kong. Following Boyer's (1990) classification, four categories of scholarship related to discovery, integration, application, and teaching are described and elaborated with respect to the interdisciplinary field of education. Implications for educational research by these categories of scholarship are discussed.

Key words: scholarship; education; teaching and research

The Beginnings of English Language Education in Hong Kong, 1843-1859

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This article seeks to reconstruct and interpret English language policy in Hong Kong education in the first two decades of British colonial rule. The article begins with an analysis of the political, economic, social and educational factors which shaped the development of educational language policy during this period, and then goes on to examine in detail early initiatives in English language education in the Anglo-Chinese mission schools and Chinese village schools. The article concludes with a summary and assessment of developments in English language education in Hong Kong between 1842 and 1859.

Key words: English language education; language policy; language in education

Implementing New Programs: The Case of Physical Education

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The purpose of this study was to evaluate PE teachers' perceptions on the Hong Kong Certificate of Education in Physical Education (HKCEE PE) program and to suggest why progress in implementing the HKCEE PE program is slow. Survey instruments, related to HKCEE PE, were mailed to the physical education head teachers of 452 Hong Kong schools and 246 (54.42%) were returned. The results revealed that only 9% of the schools offer the HKCEE PE course in spite of the that the course was proposed in 1991. PE teachers' perceptions revealed that they anticipated that they would receive little or no support for the introduction of the program from principals, parents and other subject colleagues in their schools. Students and other PE teachers were considered to be the most important sources of the support for such a program. The conclusions were that PE teachers will require a united front and greater awareness of public policy and opinion in order to convince parents, principals and subject teachers of the value of a new PE program for the future.

Key words: physical education examination; physical education curriculum

Singaporean Children's Views of Desirable Activities and Useful Activities for Fostering Creativity

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Singaporean children's views of activities that they desire in the classroom and that they consider useful for fostering creativity are investigated. In the first study, 225 children (age 9-12 years) rated on a 5-Likert scale the degree of desirability of 25 activities that they wish to have. Three interpretative factors were identified. Factor 1 refers to conventional activities that take place every day (e.g., doing worksheet, spelling words). Factor 2 consists of alternative activities that can generate different learning atmospheres (e.g., games, riddles, learning computer skills). Factor 3 represents activities that demand children's active involvement (e.g., role-plays, project work). In the second study, 115 children (9-12 years old) rated the degree of usefulness of the same activities for fostering creativity on a 5-Likert scale. Four interpretative factors were identified. Factor 1 is defined as basic knowledge acquisition (e.g., reading, teacher demonstration). Factor 2 consists of activities that

can generate enjoyment is classroom learning (e.g., quizzes, competition). Factor 3 represents activities that challenge children's independent learning skills (e.g., writing, project work). Factor 4 is composed of two activities related to the acquisition of multimedia expertise (learning computer and video show). Discussion on the inclusion of children's view in classroom learning is presented.

Key words: children's views, desirable activity, useful activity

Computer Anxiety of Rural Secondary School Teachers in Sarawak, Malaysia

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The purpose of this study was to describe the computer anxiety level of rural secondary school teachers in Sarawak, Malaysia. In addition, the study also attempted to determine if there were differences in computer anxiety level based on the demographic characteristics of rural secondary school teachers. The demographic characteristics investigated were gender, computer ownership, number of computer course attended and amount of computer experience. The sample for the study consisted of 112 teachers from three rural secondary schools in the Serian district and one secondary school in the Gedong district in Sarawak, Malaysia. This study was done in two phases. The first concentrated on the development of a suitable instrument to measure computer anxiety. The second phase was to use this instrument to collect data. The findings of this study showed that generally the teachers have a low computer anxiety level. There was no significant differences in computer anxiety levels were found from computer ownership, number of computer courses attended and computer experience. Teachers who own computers were found to have lower computer anxiety than teachers who do not own computers. Teachers who have attended more computer courses were found to have a lower computer anxiety than teachers who have attended less computer courses. Teachers who have more computer experience were also found to have lower computer anxiety than teachers with less computer experience.

Key words: computer anxiety; rural schools; Malaysia

本地史教學：觀念、方法與技巧

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本文嘗試從教育學的角度，對本地史教學的觀念、方法和技巧作出一些反思，並探討初中教師如何運用一些具體的教學法，以情激趣，以史尋理，實踐教育目標，提高教學質量。筆者歷年從事本地史的教學和研究工作，亦曾參與由香港大學舉辦的教師培訓課程，對歷史教育的迫切性體會頗深。有鑒於教育署剛在1998-99年正式把本地史列入初中歷史科課程，加上本地史教學仍在起步和探索階段，很多非主修歷史但又要兼教初中歷史科的教師，在講授新教材的時候明顯碰到了較多的難點。正因如此，本地史教學確實是值得研究的一門科學。筆者希望利用這個園地，把一些個人的教學實踐和心得體會，公諸同好。但這只是個開端，筆者期望大家也能從改進歷史教學方法的角度，從事各方面的研究。

中小學生傳意寫作評定方法研究

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現行中小學的寫作評核一般以內容、文辭及結構三項作為標準，評核方法存在主觀和隨意性；也缺乏一套理論系統評訂實用文或應用文寫作。本研究嘗試利用傳播學的理論編制中小學傳意寫作評定標準，評定中小學生的實用文或傳意寫作的能力；並進一步分析傳意寫作評定與現行寫作評定的相關，以制訂更準確和有效的寫作評定標準。研究結果可以作為日後改革寫作教學及寫作評量的基礎。

討論教學法在中文教學上的應用

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討論教學法是一種以學習者積極介入學習而彼此交流意見的一種教學法。本文的目的在探討討論教學法的意義、功能、形式，以及在中文科使用這種教學法的優點和缺點。