

Learning and Teaching through the Multiple-Intelligences Perspective: Implications for Curriculum Reform in Hong Kong

David W. Chan

Department of educational Psychology

Gardner's theory of multiple intelligences and the multiple-intelligences perspective on learning, teaching, curriculum, and assessment are briefly described. Integral to this perspective are learning through engaging the full spectrum of student intelligences to emphasize enhanced understanding, employing multiple curricular options to foster learning to learn, and assessing through multiple intelligences to inform performance of understanding and further instruction. It is suggested that parallels drawn between this multiple-intelligences perspective and the current Hong Kong curriculum reform proposals may open up new vistas for achieving lifelong learning and all-round development in students.

Key words: multiple intelligences; curriculum reform; Hong Kong

Embryonic "Memorising" Models of Student Learning

J. H. F. Chan

School of Education, University of Durham

Building on earlier work the present study examines the empirical association between contrasting forms of "memorising", as suggested in the phenomenographic literature (but operationalised here in a form amenable to statistical modeling), and also between such forms of "memorising" and other established explanatory sources of variation in student learning. The aim of this work is directed towards the construction and interpretation of multivariate models of student learning that are sensitive to variation in contrasting form of "memorising". To this end the degree of linear association, in particular, between contrasting forms of "memorising" and conceptions of learning, "deep-level" processes, and other introduced modelling observables is reported. Inventory responses from three samples of entering first-year economics students at the Universities of South Australia, Adelaide, and James Cook University (combined n=1334) form the basis of the present study, and these data are subjected to exploratory factor analysis, cluster analysis, and multidimensional scaling. Findings support a uniform and unambiguous interpretation of an underlying empirical model of "memorising" in which contrasting forms of "memorising" are respectively associated with other modelling observables in a conceptually consonant manner.

Prospective Teachers' Perspectives on Student Teaching Experiences

Jepkorir Rose Chepyator-Thomson and Wenhao Liu

Department of Physical Education and Sport Studies, University of Georgia

The importance of student teaching in physical education is well acknowledged and student teachers' perspectives on student teaching are critical to consider in understanding and improving undergraduate teacher education program. The purposes of this study was to examine pre-service teachers' perspective on student teaching through an open-ended questionnaire. Forty white pre-service teachers in physical education at a northern state university in the United States took part in the study. The results of the study indicate the following: the pre-service teachers learned skills of class management and discipline; they lacked skills of pedagogy and needed more reality-based experiences in their undergraduate program to minimize reality shock during student teaching. The pre-service teachers had dualistic experiences with pupils and cooperative teachers as well as with administrators: they had best-liked and least liked experiences. Finally, the pre-service teachers suggested that the undergraduate teacher education program should focus on how to teach various sport skills as opposed to just focusing on how to perform them. Overall perspective is that student teaching was challenging and rewarding and the pre-service teachers felt confident about their careers in physical education.

A Caveat to Researchers on the Implementation of Information Technology

Lam Chi-chung and Lee Fong-lok

Department of Curriculum and Instruction, The Chinese University of Hong Kong

This paper reports on the findings of a qualitative study of Hong Kong secondary school teachers' concepts of Information Technology. In the qualitative study, forty teachers in six schools were interviewed. It was revealed that the teachers held different conceptions of the nature of IT. Some teachers admitted not knowing what IT was. For those who attempted to describe it, marked differences were found in their concept of its scope. To some, IT was restricted to use of computers or computer-based environment for teaching and learning but some had a more undefined definition -- this included the use of overhead projectors. Such differences in conception suggest that the validity of previous questionnaire surveys on teachers' attitudes and beliefs related to information technology is questionable. It is argued

that researchers of questionnaire surveys should define clearly what IT means when they design their studies. In doing so, they should refer to the purpose of their study. As the Government and the stakeholders are most interested in the use of computer-based IT devices and contents to enhance teaching and learning qualities, IT in education should be defined accordingly in implementation studies to prevent their validity being questioned.

Can Web-based Laboratories Replace Traditional Laboratories?

K. C. Chu

*Department of Electrical & Communications Engineering,
Hong Kong Institute of Vocational Education (Tsing Yi)*

Learning though the web is becoming popular as it can be performed at any place, any time, and any pace. With advanced multimedia technology, using the web as a teaching medium becomes an exciting prospect that makes remote learning easier and it encourages interactive ways of learning. Web-based teaching plus some management programs can automatically monitor and mark the work of each learner. Lecturer's time can be saved and reallocated to identify and help learners who are having problems. In this study, a web-based laboratory was set up and tested by students. Updated laboratory sheets were distributed to students through the Internet and displayed on a web browser. Students undertook work using a virtual environment to test their design. Response from students to this virtual laboratory was positive. Interview results and comments from students reveal further opportunities for improvement of this web-based laboratory approach. A Comparison is made to find out the possibility of this innovative web-based laboratory for replacing the traditional laboratory.

Key words: words: web-based learning; virtual teaching; distance learning

家庭背景及學校政策與家長參與子女教育的關係

何瑞珠

香港中文大學教育行政與政策學系

透過「簡政放權」促進家長參與，是近二、三十年來西方教育改革的主要趨勢(e.g. Beattie, 1985 ; Brown, 1991, 1995)。在香港，隨著教育統籌委員會第七號報告書建議全面推展校本管理，促進「家長參與」已成為決策者、教育工作者、家長及研究者十分關注的課題。本文將會對家長參與的本質和影響，提出系統的分析及評論。第一節澄清家長參與的概

念，筆者依據理論和實證的研究，建構出一個綜合的模式包涵三大類家長參與的範疇。第二節分析家庭背景及機構因素如何影響家長參與子女的教育。第三節會透過一個實證研究，考察香港小學校長對不同類型的「家長參與」的期望及實踐，並分析何種家庭因素及機構因素影響家長參與的程度。

關鍵詞：家長參與、權力下放、家校協作

The Relationships between Family Factors, Institutional Policies and Parental Involvement in Children's Education (In chinese)

Esther Ho Sui-chu

The purpose of this study is to clarify the nature of six of parental involvement and to identify the most important institutional and family factors that are related to different types of parental involvement in an Asian Educational System, Hong Kong. First, I will clarify the expectation and actualization of different types of parental involvement in children education. Second, I will examine to what extent and how family socioeconomic status, family structures, and family resources associated with parental involvement. Finally, I will investigate whether decentralization policies including school based management reform and establishment of parent teacher association affects the level of parental involvement in Hong Kong.

香港人普通話水平合格標準的釐定

張雷、楊志明、侯偉傑、林建平

香港中文大學

王渝光

雲南師範大學

文章首先就目前普通話水平測試的標準作了簡要的介紹，並具體指出了其忽視心理測量學理論的應用所帶來的問題。然後，提出了釐定合格標準的以測驗為中心的新方法，並把這一方法直接應用到香港人普通話水平合格標準的釐定工作之中(評委為 7 個)，得到了普通話測試前四部分的合格標準為 46 分(嚴格估計)及整個測試的合格標準為 66 分(粗略估計)的結果。最後，客觀地分析了本研究所存在的問題，並就今後的研究方向提出了我們自己的見解。

關鍵詞：普通話、測試、普通話水平合格標準、以測驗為中心的標準釐定方法。

Setting Minimum Competence Putonghua Standard for Hong Kong Putonghua Speakers (In Chinese)

Lei Chang, Zhiming Yang, Kit-tai Hau, Wai-kit Ho., Kin-ping Lam, and Yuguang Wang

We presented in this article test-centered standard-setting method and its application to setting of Putonghua minimum competence standard for Hong Kong Putonghua speakers. The results were consistent with the current Putonghua testing criteria and high in inter-judge consistency. The weaknesses of the existing Putonghua standard-setting method and directions for future research were discussed.