

### **Beyond Lifelong Learning and Learning to Learn: What More Could Be Achieved though Education Reform in Hong Kong?**

David W. Chan

*Department of Educational Psychology, The Chinese University of Hong Kong*

The current Hong Kong education reform for lifelong and learning to learn is put the perspective of two contrasting approaches to education, learning for performance and learning for understanding. It is contended that genuine understanding will not come about if we continue to accept rote, ritualized, and conventionalized performances, to sanction a single correct way to competence, and to ignore the importance of creativity. The notion of learning constraints and the dialectical relation among intelligence, creativity, and wisdom open up new possibilities for conceptualizing the fusion of the skills orientation and the atmosphere of creative discovery. Thus, in promoting lifelong learning and learning to learn, students should not only learn what to do and how to do it, but also how variably or differently to continue doing it.

*Key words: performance; understanding; creativity; education reform*

### **Vocational Orientations for Secondary Students in Hong Kong**

Chi-sum Wong

*Department of Management, The Chinese University of Hong Kong*

Ping-man Wong

*Department of Educational Policy and Administration*

The structural relationship among the six vocational interests of Holland's model was tested on a sample of 710 Form 3 and 4 students in Hong Kong. While the six factor classification of vocational interests appeared to be appropriate, the data seemed to fit into a revised model of Holland's circular order model found in Hong Kong University students that took into consideration the unique cultural and structural characteristics of Hong Kong, Implications of career counseling in Hong Kong were discussed.

*Key words: vocational orientation; career interest; education reform*

## **A Review and Reconceptualization of Experimental School: Implications for Education Reform in Hong Kong**

Lam Bick-har

*Hong Kong Baptist University*

Recently, experimental school has emerged as a new concept of school establishment in Hong Kong. Experimental schools emerged in the 19th century. They provided the form of education that recognized the diversities of learners. However, the evolution of it has not been explored and discussed. This study aims to review from the literature the background and rationale of experimental schools. It also aims to illuminate issues on experimental schools so as to generate different perspectives and suggest directions for application in the context of Hong Kong.

Common background and characteristics were found from reviewing the literature of experimental schools. The review suggested problems and issues that demand further attention about using experimental schools to promote reform in education. It argues that experimental schools can be a useful means to agitate educational change; however, it should be matched with the attitude change of the public so as to achieve the true value. The late development of experimental schools in Hong Kong is discussed, which bridges to the discussion of practical considerations for the setting up of experimental schools in the context of educational reform in Hong Kong.

*Key words: experimental schools; alternative education; education reform*

## **Teacher Development and Affective Education**

Elaine Tung

*The Hong Kong Institute of Education*

This paper examines the relationship between teacher development and affective education and the notion of human values that bring about satisfaction in student learning. Affective education is conceived as the educational process involving the emotional aspects of student learning and the human values associated with them. It originated from the philosophy of education in humanistic education, and was further developed in humanistic psychology. It is now applicable to guidance and counselling as well as instruction and learning in educational psychology. This paper compares some views in humanistic education proposed by Rogers and Maslow in the West with Confucius values in the East. They are in congruence with the

aims of education calling for "the joy of learning", "learning to learn" and "a self-fulfilling person" in the recent drastic education reform in Hong Kong. Initially, teachers have to be aware of these changes in order to help children learn and grow as a holistic person.

Future research should be directed at understanding teachers attitudes towards pupils, and teacher development in affective education in the changing era.

*Key words: humanistic education: affective education: personal and social education*

### **A Preliminary Study on the Impact of IT on Curriculum with Reference to the Primary Mathematics Curriculum in Hong Kong**

Koo Hok-chun

*Advisory Inspectorate Division*

*Education Department*

This paper begins with a discussion about the nature of curriculum in the new century with special reference to the implementation of IT in education. The benefits of IT in education are presented with relevant research findings. Next, the development of the school curriculum and the primary mathematics curriculum in Hong Kong are described. It is worth noting that due emphasis is laid on the development of higher order thinking skills in the curriculum, which is a major concern of the present research. This paper reports the first-state findings of the research based on a questionnaire survey targeted at 276 schools, 100 school heads and 180 mathematics panel heads. The questionnaire seeks views on possible benefits of IT in education, its impact on the school curriculum and the teacher and mathematics teaching. Based on the results of the study, several recommendations are made for the implementation of IT in education.

*Key words: information technology; school curriculum; primary mathematics curriculum*

### **Pleasurable Learning in a Project-based Interdisciplinary Curriculum**

Nicholas Sun-keung Pang

*Department of Educational Administration and Policy*

*The Chinese University of Hong Kong*

Wai-chun Yeung

*Daughters of Mary Help of Christians Siu Ming Catholic Secondary School*

Educational reform in the century proposes the introduction of new culture and new strategies of teaching and learning in order to nurture in students basic generic skills and positive attitudes and values. To enhance more pleasurable learning, there has been greater intention to integrate project-based learning into the curriculum to deepen students' content knowledge and high-order thinking. This paper traces how students perceived a project-based learning scheme in a flexible-subject mode over an insulated-subject framework. The learning scheme was implemented in junior secondary level. A survey was undertaken to examine if the change in curriculum design affected students' perception of educational outcomes in five domains: (i) initiative in learning, (ii) learning through experience, (iii) cooperative learning, (iv) creativity in learning, and (v) language proficiency. Evidence showed that students enjoyed such a mode of learning and students' perceptions of some of the domains were positive. However, more support for such learning scheme are to be enlisted from the school administration, inter-school community and educational agencies.

*Key words: pleasurable learning; project work; interdisciplinary curriculum*

**建議中的香港課程改革：充滿矛盾、欠缺專業**

林智中

香港中文大學課程與教學學系

因應教育統籌委員會提出的教育改革訴求，課程發展處宣佈了一系列課程改革方案。本文指出部分改革措施，如學習範疇的劃分、目標藍圖的制定與校本課程等，均欠學理基礎，同時有些措施是矛盾的，在實施上也有很大的問題，例如：資源的配套與考試改革的配合等。作為一個專業的課程發展機構，課程發展處在設計課改方案時，詳細考慮改革措施的學理基礎與可行性的問題。同時，這些有問題的改革措施並未經驗證成效，貿然推出是有不道德之嫌。本文最後指出課改的速度應減慢，宜先作小規模嘗試，當確定效能後，才再全面推行。

*關鍵詞：課程改革、香港、教育改革*

**The Proposed Curriculum Reform of Hong Kong-- Full of Contradictions, Short of Professionalism (In Chinese)**

*Lam Chi-chung*

The Curriculum Development Institute has announced a series of curriculum reform measures to realize the aims of educational reform as put forward by the Education Commission. The paper points out that some of these curriculum reform measures are problematic from both the design and the implementation perspectives. The issues discussed include the problem of designing curriculum targets, the implementation of curriculum integration, school-based curriculum development, and the resource support for curriculum reform. The Curriculum Development Institute, being the professional curriculum development agency, should have seriously considered all these design and implementation problems before putting them forward. Promulgating problematic reform measures without extensive trial run could be seen as an immoral move. It is argued that the pace of current curriculum reform should be slowed down so that the measures could be thoroughly tried out before they are implemented on a territory-wide scale.

### **校董會改革對資助學校的衝擊和挑戰**

彭新強

香港中文大學教育行政與政策學系

本文嘗試探討香港學校管理改革在世紀末的發展，並檢討其成效。筆者認為，香港學校管理改革在新紀元的發展應首先檢討辦學團體的角色、校董會的結構和運作，以促進校長、教師和家長在校本管理方面的專業發展。筆者希望，香港學校管理體制內的有關人士，能以學生的福祉為依歸，將學校管理改革推向新階段。

### **The Impacts and Challenges of Restructuring the Governance System in Aided Schools (In Chinese)**

*Nicholas Sun-keung Pang*

Attempts were made in this paper to evaluate the effectiveness of school management reform in Hong Kong. As to the further development of school-based management in the new century, the author suggests that the government should first review the roles and functions of sponsoring bodies and school management committees in the governance structure of the aided sector, and that continuous professional development should be provided to principals and teachers. When the school management reform, it is to remind that giving students' welfare a top priority should be the paramount principle.