

## **Nurturing Giftedness of Students in Schools: A Curriculum for Talent Development**

David W. Chan

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

The notion of developing a curriculum for talent development to nurture the gifts and talents of students in Hong Kong is explored through an overview of two exemplary curriculum models in gifted education and their applications in the Chinese Mainland and Hong Kong. It is suggested that a balanced and articulated curriculum for talent development could be designed to incorporate acceleration and enrichment options as in the talent search model and the schoolwide enrichment model. The importance of considering the social emotional needs as well as the learning needs of students and evaluation research in curriculum development is emphasized.

*Key words: curriculum; talent development; Hong Kong*

## **Metaphorical Reasoning: Novices and Experts Solving and Understanding Negative Number Problems**

Ming-ming Chiu

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

Do novices and experts use the same arithmetic metaphors for negative numbers? Twenty-four participants (12 middle school children and 12 post-secondary adults) computed arithmetic expressions involving negative numbers and described their understanding of six arithmetic expressions. The children and adults used the same metaphors to understand arithmetic expression involving negative numbers. The adults showed a more integrated understanding of arithmetic expressions through multiple metaphors and multiple uses of each metaphor. In the problem-solving task however, the children reasoned metaphorically more often to perform computations and detect errors. When the children reasoned metaphorically, they computed more accurately, but they also used more time. The adults also showed less detail in their metaphors than the children did.

*Key words: metaphors; negative numbers; theory-constitutive*

## **School Banding and Creativity of Hong Kong Junior Secondary School Students**

Elisabeth Rudowicz

*Department of Applied Social Studies, City University of Hong Kong*

Anna Hui

*Center for Child Development, Hong Kong Baptist University*

The major purpose of this study was to investigate the level of development of creative potential among Hong Kong secondary school students, and to examine the relationship between school banding and students' creativity. Students' creative potential was measured by the Test of Creative Thinking – Drawing Production (TCT-DP). A sample of 2,411 participants aged between 12-16 randomly selected from 23 secondary schools took part in the study. Results from this investigation were briefly compared with data obtained from studies in other cultural settings. Hong Kong students aged 12 and 13, irrespective of the school banding, achieved rather lower scores on the TCT-DP as compared with German students. However, the TCT-DP scores of students attending schools representing high academic standard (high band) accelerated dramatically for ages 14 and 15. The study also found that students attending medium and low band schools showed no significant development of their creative potential between the ages of 12 and 16. School band proved to be a statistically significant predictor of creative development.

*Key words: creativity; secondary school; school banding; Hong Kong*

## **The Development of a New Scale to Measure Teachers' Attitudes Toward Students (TATS)**

Aik-kwang Ng

*National Institute of Education, Nanyang Technological University*

Teachers vary in their attitudes toward students. Some teachers are conservative and autocratic, while others are liberal and democratic. Research indicates that both of these attitudes can have a significant, thought different, impact on the learning outcomes of students. To spur further research in this important area, I developed a new scale for measuring these two attitudes. This new scale is known as TATS (Teachers' Attitude Toward Students). There were altogether 16 items in this scale. One set of items measured the conservative-autocratic attitude, while the other measured the liberal-democratic attitude. A survey questionnaire containing this new scale to measure attitudes (TATS) and an established scale to measure

personal values (the Schwartz value survey) was distributed to a sample of 65 experienced teachers and 82 trainee-teachers in Singapore. The TATS scale was found to possess internal reliability. Exploratory factor analysis revealed that it possessed a clear factor structure. In addition, the conservative-autocratic attitude of TATS was also found to correlate positively with the closed cluster of the Schwartz value survey, while the liberal-democratic attitude of TATS was found to correlate positively with the open cluster of the Schwartz value survey. Experienced teachers scored significantly higher on the conservative-autocratic subscale, while trainee-teachers scored significantly higher on the liberal-democratic subscale. Based on the survey findings, it was concluded that the TATS scale was reliable and valid. Various suggestions were made on how to utilize it in future studies.

*Key words: TATS; conservative-autocratic attitude; liberal-democratic attitude; self-determination perspective*

### **Effects of Polite Disagreements during Group Problem-solving: Studies at Speaker Turn, Individual and Group Levels**

Ming-ming Chiu

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

Lawrence Khoo

*Department of Economics and Finance, City University of Hong Kong*

We analyze group problem-solving sessions and show a speaker's politeness positively affects other's evaluations of the correctness of his/her statements. A group's politeness also positively predicts its solution score. However, a speaker's politeness negatively affects his/her perceived leadership. Eighty high school students in groups of four were given a difficult algebraic problem-solving session. The resulting data was analyzed at three levels: speaker turns, individual, and group. At the turn-taking level, this study introduces a new method for analyzing large data sets of group processes. We found that politeness had opposite effects on solution score and perceived leadership. Past agreement, academic status and politeness bias students' evaluations of correctness. These variables, along with correctness, predict agreement with the previous speaker. A student's perceived leadership is predicted positively by peer status and percentage of group's words but is negatively predicted by politeness. Solution score was predicted positively by academic grade, correct turns, and politeness. The opposite effects of politeness on solution score and perceived leadership pinpoint a conflict between pursuing a cognitive goal (problem-solving) and a social goal (perceived leadership).

*Key words: social interaction; status; leadership*

### 香港小學生尊師態度之初探

李淑賢

鳳溪小學下午校

譚肖芸

香港浸會大學教育學系

本研究以新建立的「小學尊師態度量表」測試 550 名高小學生的尊師態度。結果顯示，整體而言受試學生對老師抱有尊敬態度，其表現以認知為主，而傳統及現今的特色並存。受測學生的性別、級別及家庭狀況在尊師態度上存有顯著差異。研究亦顯示尊師態度與學習態度、親社會行為及學業成績均呈現正相關，與反社會行為則呈負相關。是項研究結果確立了尊師態度在小學生成長過程中的價值，亦有助教師反思其專業精神。

*關鍵詞：尊師、量度表、小學生*

### **An Exploration of Respect for Teachers among Hong Kong Primary School Students**

*Yvonne S. Y. Li and Vicky C. W. Tam*

This study examined respect for teachers among 550 senior primary school students using a newly developed measurement scale. Results of this study showed that in general students held respect for their teachers. Such positive attitudes were mainly cognitive-based and reflected the characteristics of traditional and contemporary cultural conceptions. Significant differences in respect for teachers were found in terms of students' gender, grade level, and family background. It was also shown that respect for teachers correlated positively with study attitudes, academic performance and prosocial behavior, and negatively with anti-social behavior. Findings of this study render support to the significance of respect for teachers as a virtue to be cultivated among primary school students. In light of the findings, teachers are urged to reflect on their professionalism.

### 香港美術教師的課程取向

黃素蘭、張善培

香港中文大學課程與教學學系

雖然教師的課程設計信念會影響學校美術教育的質素，但學者們對於香港美術科教師的課程取向所知不多。本研究主要描述 226 位接受調查的美術教學工作者的課程取向。研究者在文中先界定四種適合應用於美術科的課程取向，即學術取向、社會取向、人文取向與科技取向，然後建立了 30 項問題以量度美術教師對四種課程取向的信念。從回收的數據顯示，30 項問題都呈現高信度，並反映教師們對「人文取向」的認同程度最高；不過，他們亦不排斥其他三種課程取向。理論上，該四種課程取向是互相矛盾的，但在本研究中卻呈現正相關。此外，在不同組別與不同教學年資的美術教師而言，他們的課程取向在本研究中都呈現一致性。以上的研究結果與啟示都在本文作出討論。

*關鍵詞：課程設計、課程取向、教師信念*

### **Hong Kong Art Teachers' Orientations to Curriculum**

*So-lan Wong and Derek Cheung*

Although teachers' beliefs about curriculum design affect the quality of art education in schools, researchers know little about Hong Kong art teachers' orientations. The study described in this article investigated 226 art teachers' curriculum. Four distinct orientations to art curriculum were identified and discussed: academic, societal, humanistic, and technological. A 30-item questionnaire was developed to measure art teachers' beliefs about these four curriculum orientations. Analyses of teachers' responses to the 30 items revealed that the data were reliable and teachers strongly believed in the humanistic orientations. However, art teachers generally did not reject the other three curriculum orientations. The four theoretically conflicting curriculum orientations were positively correlated. Furthermore, the curriculum orientations of art teachers working in primary and secondary schools or other institutions showed no significant difference. Also, the curriculum orientations of art teachers with different years of teaching experience appeared to be similar. Implications of findings were discussed.

### **香港大學生在網路學習社群的中文傳意寫作識覺**

譚佩儀、謝錫金

香港大學教育學院

根據研究，有效的傳意有十三項元素，包括作者身分、讀者身分、傳意目的、傳意目標、傳意媒介、傳意文類、傳意環境、傳意場合、傳意詞調、傳意契約、傳意訊息以及把關人等。本文以這十三項傳意元素作為評核標準，分析香港大學生在網路學習社群的傳意識覺。

*關鍵詞：傳意寫作、網路學習社群、傳意識覺*

**A Study on Hong Kong University Students' Communicative Awareness of Chinese Practical Writing in Web-based Learning Community**

Tam Pui-yee and Tse Shek-kam

The study investigates the awareness of university students on elements of effective communication in Chinese practical writing. These include role of authors and readers, tenor, communication rules, aims, objectives, text genres, text structure, media, messages, situations, environments and gatekeepers. The results indicate that university students are more aware of the role of authors and readers, and the objectives when they use LearningSpace to communicate.