

Creative Teaching in Hong Kong Schools: Constraints and Challenges

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Education reforms targeted to promote creativity in schools are often confronted with the problem of translating policy into practice. The distinction between creative teaching and teaching for creativity highlights the relative lack of attention to creative teaching, which could lead to teaching for creativity and student creativity. It is suggested that by making explicit the numerous contextual constraints on creative teaching imposed by inflexible curriculum and centralized pedagogy, teachers are more likely to engage their creativity in addressing these issues, and make schools and classrooms more creative places for student creativity.

Key words: creativity, creative teaching, teaching for creativity, Hong Kong

Transnational Identities: Limitations and Possibilities of Multicultural Literature

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This paper explores the role of secondary literature studies to influence the identity formation of an increasingly globalized citizenry, here in Canada, and other settings worldwide where literature in English is taught. The author attempts to answer the question of how, for example, educators build connections between contemporary multicultural writers with those of the canon in ways that develop critical and multiple perspectives. Engagement with literature needs to avoid reducing cultural identity to essential characteristics and focus instead on helping students to question the meanings of authenticity, authority and their impact on notions of self and community. The author argues that this is possible if literature in the classroom is about creating

conflict and empowering students to embrace dissonance as part of their evolving identities and dynamically changing communities (Pouwels, 2005).

Key words: multicultural, dialogic, transactional

Student Teaching: Preservice Teachers' Perspectives and Experiences

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The purpose of the study was to investigate 94 preservice teachers' perspectives and experiences on student teaching. Data collection methods included journal reflections, focus group discussions, videotapes of teaching, and observation field notes. Data analysis focused on qualitative research methods (Glaser & Strauss, 1967) such as triangulation. The major findings included (a) elements of teaching such as concepts of pedagogy which were addressed in pre-service teachers' discussions, and reflection narratives; (b) interactions between cooperative teachers and the pre-service teachers for which apprenticeship-of-observation was used; (c) pre-service teachers' creation of curricular activities derived mainly from cooperative teachers' experiences; (d) pre-service teachers' experiences on shock during apprenticeship of observation period; (e) knowledge of pedagogy; and (f) acts of teaching.

Key words: physical education student teaching, apprenticeship-of-observation, learning domains

Understanding the Essence of Scholarship From the Lived Experiences of a Select Group of Outstanding Filipino Researchers

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Capitalizing on the power of narrative-interpretive method in surfacing the essence and the multiple layers of meanings embedded in subjective realities, this qualitative study captured the lived experiences of a select group of outstanding university researchers who are active members of the National Research Council of the Philippines (NRCP). The long years of teaching and active research involvement of the eleven research participants facilitated the conduct of an in-depth narrative interview, which dwelt on their individual and collective research experiences and exposures. Interestingly, the use of cool and warm analyses helped emerged the essence of scholarship in the context of the lived experiences of the research participants. The emerged Motivation-Activity-Product (M-A-P) continuum in this study creates a panorama that would help the readers understand the driving, defining and deepening aspects of scholarship.

Key words: scholarship, Filipino researchers, M-A-P continuum

課程統整和教師的專業發展：香港小學個案研究

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本文旨在探討小學教師在實施課程統整時所遇到的衝擊，並其所經歷的專業發展。研究結果顯示教師在實施的過程中，對課程的取向和學生的需要較多的關注，但是，教師仍有不少的疑慮和不確定感，尤其是對學科內容的取舍感到疑惑。研究也發現教師的專業發展仍局限於學科課程，顯示課程統整在香港小學實施時，仍要面對學科壁壘的困難。

關鍵詞：課程統整、教師專業發展、小學課程

港滬初中中國語文教科書編選體系與體例的比較研究

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本研究是比較香港及上海初中語文教科書的編選情況。理據是以系統論、認知論、學科論、能力結構論及課程論為基礎。研究發現：在單元組織、編選體系和體例上，兩套教科書可以作出科學一些的規劃。在編寫方面，啓思一本的內容應

有盡有，是一本百科全書式的教科書，老師一定不能按時完成教學的工作。上師大本就過於簡略，有待補充的地方不少。教科書編選者有必要處理好兩套教科書各元素之間的結構，以達至最佳的教學效能。

關鍵詞：港滬初中語文、教科書、編選體系、編選體例

探討「基本字帶字」識字法對小二學生認記漢字能力及興趣的效應

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本研究主要探討利用「基本字帶字」識字法對澳門小二學生認記漢字能力及興趣的效應。用「基本字帶字」及「隨課文分散」兩種方法擬定四次前、後測試試卷及三份問卷，對一班小二學生進行實驗教學，一方面指導他們根據形聲字中形旁表義，聲旁標音的構字規律去認記漢字；另一方面則沿用「隨課文分散」識字法進行比較。研究結果顯示，學生使用「基本字帶字」識字法有顯著的效應，並能使他們積極主動地學習，由此可見，「基本字帶字」識字法有助學生增進認記漢字的能力及提高學習識字的興趣。

關鍵字：基本字帶字、集中識字法、實驗研究法