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Perfectionism and the Striving for Excellence

David W. Chan

Department of Educational Psychology

The Chinese University of Hong Kong

This paper provides an overview of recent research studies on perfectionism in the context of the changing conceptions of perfectionism as well as the development of new multidimensional perfectionism measures. The findings on the dimensionality and typology of perfectionism as well as the prevalence of perfectionism among gifted students have led to the conclusion that perfectionism can be distinguished into positive and negative dimensions, and that there are healthy as well as unhealthy perfectionists. Implications of these recent findings for the promotion of positive perfectionism as the striving of excellence and the call for more longitudinal research studies on perfectionism of Chinese students are discussed.

Key words: excellence, perfectionism, dimensionality, typology, prevalence, gifted students, Hong Kong

Project Work and Life Skills: Psychometric Properties of the Life Effectiveness Questionnaire for Project Work

Chee-Keng John Wang

National Institute of Education, Nanyang Technological University

James T. Neill

University of Canberra, Australia

Woon-Chia Liu, Oon-Seng Tan, Caroline Koh, Jessie Ee

National Institute of Education, Nanyang Technological University

The present study examined the psychometric properties of the Life Effectiveness Questionnaire – Version H (LEQ-H), an instrument for the assessment of life skills in project work (PW) context with Singaporean students. Specifically, we examined the internal consistency, as well as discriminant and convergent validity of the subscales in LEQ-H. Second, we tested the proposed measurement model against four other alternative models and confirmed with a second sample. In addition, we examined the invariance of the measurement tool across gender. A total of 1,264 secondary school students were recruited from nine typical government funded co-educational secondary schools in Singapore. All the subscales had adequate internal consistency but two subscales lacked convergent validity. Five competing models were compared using confirmatory factor analyses. The results provide evidence of a seven first-order measurement model of the LEQ-H. Multigroup analysis demonstrated invariance of the factor forms, factor loadings, factor variances, and factor covariances, error variances and disturbances across gender. In summary, the findings affirm that the LEQ-H, with the seven first-order measurement model, can be an appropriate measurement tool to assess the effects of PW on students' life skills such as time management, social competence, achievement motivation, task leadership, emotional control, active initiative and self-confidence.

Key words: life effectiveness, life skills, collaborative learning

On Struggles and Resistance: English-medium Education as Intrinsically “Good”?

Tat-heung Choi

Department of Education Studies

Hong Kong Baptist University

This article consists of a review and discussion of the literature on English-medium education and social differentiation in colonial contexts. A major question concerns the extent to which access to English, and its relationship to social inequality, are converging in diverse contexts (Malaysia, Singapore and Hong Kong) formerly under a specific colonial power (Britain). By engaging the review in comparative perspectives, the discussions challenge the confident assumption that English-medium education is intrinsically “good” in the discourse of English as an international language. English-medium education tends to promote unequal opportunity for students on the basis of social class; and class disparity is reinforced by the requirements for good English in society, in both study and work contexts. This article further argues that the unequal basis and consequences of differential access to English and the local struggles around English need to be redressed; and that the perspectives of the field of English Language Teaching with a prevalent interest in pedagogical issues need to be broadened.

Key words: English-medium education, social differentiation, colonial contexts

Learning Experience and Possibilities: A Study on Two Primary 4 Chinese Language Lessons in Hong Kong

Pakey Pui-man Chik

The University of Hong Kong

Ulla Runesson

University of Gothenburg and University of Skövde, Sweden

In this paper, we explore how learning experience can best be described and relate to the teaching enactment so as to inform teaching practices in specific contexts. Two lessons dealing with the same topic in Primary 4 in Hong Kong schools were videotaped and a post-lesson diagnostic worksheet was given to the students. The aim of the study was to identify differences between the two lessons in what was made possible for learning on the topic, and to relate those differences to students' perception and outcomes in learning. The data collected were analysed from the theoretical assumption that "variation" in the "object of learning" is essential to creating learning opportunities in the classroom. The results showed a critical difference in the way the teachers handled the object of learning. This was in turn found to have contributed to the opening of different "patterns of variation and invariance" in and thus, different possibilities for learning the object of learning. This difference was also reflected in the students' report of their perception and outcomes in learning.

Key words: learning experience, teaching and learning, variation theory

Investigating the Language Learning Attitudes of Postsecondary Students Towards the Usage of Computer-mediated Communication in the Language Classroom

Paul C. H. Lip

Caritas Institute for Further & Adult Education—Kowloon

The purpose of the study was to investigate what attitudes postsecondary students have towards the usage of computer-mediated communication (CMC) in the language classroom and whether their attitudes differ from those of secondary students. Two questionnaires were distributed to a class of postsecondary students ($N = 19$) studying in a Pre-Associate degree programme at Form 6 level and a class of secondary school

students ($N = 20$) studying at Form 5 level at a postsecondary institution in Hong Kong. Independent t test results showed that there were significant differences between the responses of the two groups towards the usage of CMC in the classroom in terms of enjoying electronic discussions ($p = 0.000$), using electronic discussions outside the classroom ($p = 0.14$, $p = 0.15$), and using electronic discussions inside the classroom ($p = 0.005$). Structured interviews were conducted with 3 postsecondary students to probe for reasons of postsecondary students favoured electronic discussions due to the following reasons: (1) convenience, (2) social bonding, (3) awareness of linguistic mistakes, (4) research which can be done on the Web to discuss on a topic, (5) a relaxing environment, (6) the fact that electronic discussions can be saved as archives, and (7) cultural exposure.

Key words: computer-mediated communication, electronic discussions, postsecondary students

從學生的主觀經驗看情境教學法在香港家庭治療訓練的可行性初探

馬麗莊

香港中文大學社會工作學系

本文報告了一項質性研究結果，其研究目的是探索就讀社會工作碩士課程(兼讀)的學生，在學習家庭治療過程中，他們對情境教學法的主觀學習經驗。總共 19 名修讀完這門課的學生參與深入訪談。研究結果顯示，學生採用不同的比喻表達他們的主觀學習經驗。他們以榴槤、騎馬、激流、旅程、打鞦韆、過山車等比喻，去表述他們學習家庭治療時的感受，他們在掌握有關治療知識時，好像大海裏抓到一些雪、考古、聖經人物、約伯、做蛋糕、下棋、嬰兒與小學生一樣，只是初入門而矣。他們形容整個學年的學習進程像吃糰子、正在生長的樹木和學打球一樣，逐漸掌握家庭治療。本文最後討論其研究結果對教學的啟示。

關鍵詞：主觀學習經驗、家庭治療訓練、情境教學法、比喻

知識樽頸：香港主流學校推行融合教育面對的制約

譚偉明

香港中文大學教育行政與政策學系

梁昌文

禮賢會恩慈學校

香港近年推行融合教育政策，協助有特殊教育需要的學童進入主流學校受教育。為使這些主流學校能有效地推行融合教育，教育當局嘗試提供不同形式的支援，其中的特殊教育資源中心，是由一所特殊學校和多所主流學校夥伴起來，結成專業支援網絡。本研究是從知識轉移角度，分析這些專業支援網絡的成效。研究採用個案研究法，對象是一所特殊學校和四所主流小學結成的支援網絡內，其中 8 位教師及 1 位社工。研究發現以專業支援網絡形式協助主流學校教師推行融合教育，會出現四種制約，包括知識、資源、思維和制度的制約。前兩項制約可以用時間和投放資源解決，後兩項制約因為涉及文化因素，所以較難在短期內化解。

關鍵詞：知識轉移、知識管理、融合教育