

*THE ACADEMIC PROGRAMME IS AT THE HEART OF
THE INSTITUTE'S VISION OF "OPTIMISING EACH CHILD'S POTENTIAL THROUGH
THE SHARED JOY OF LEARNING AND TEACHING". BY OFFERING
QUALITY TEACHER PREPARATION, WE HELP TO ENSURE HONG KONG CHILDREN
GET A QUALITY EDUCATION. PART OF THIS QUALITY INCLUDES
A MOVE TOWARDS DEGREE AND POSTGRADUATE PROGRAMMES AS
THE CORE OF OUR OPERATION.*



香港教育學院的遠景是「共享學教喜悅，盡展赤子潛能」，
教務發展正是實踐遠景的關鍵。本校希望藉著提供優質師資培訓，
確保本港莘莘學子得享優質教育。開辦學位和學位後深造課程，
正是提供優質師資培訓的核心行動。

ACADEMIC DEVELOPMENT AND SUPPORT

教務發展與支援



ACADEMIC DEVELOPMENT AND SUPPORT

Academic Planning

New Programmes

Collaborative Programmes

Teaching and Learning Quality Process Review

Support for Academic Development

The academic programme is at the heart of the Institute's vision of "optimising each child's potential through the shared joy of learning and teaching". By offering quality teacher preparation, we help to ensure Hong Kong children get a quality education. Part of this quality includes a move towards degree and postgraduate programmes as the core of our operation. The Institute is well on its way to this goal with an increase in the number of students taking current degree programmes and the introduction of new programmes including two degrees offered in collaboration with local universities. The quality of current and new programmes is monitored and assured using processes which will be the subject of external audit by the University Grants Committee (UGC) in the Teaching and Learning Quality Process Review (TLOPR).

We aim to distinguish ourselves in the areas of citizenship education, languages in education, early childhood education, and the integration of technology with the creative arts and physical education. These are the Institute's areas of strength and we are continuing to enhance and upgrade these programme areas.

Infrastructure support for upgrading continues to be enhanced with the provision of university-level library services, strategically planned information technology support, generous funding for academic development and the establishment of modern facilities to support teaching and learning.

ACADEMIC PLANNING

A key goal in providing quality teacher education is for the Institute to attain university-level status, as outlined in *Strategy 2000*, the Institute's main planning document for 1999-2004. In terms of academic development, this means phasing out sub-degree programmes in favour of more degree and postgraduate programmes.

Programme Profile

The 2000-01 academic year was a landmark year in the drive to increase the number of degree programmes. For the first time, the number of full-time students entering undergraduate and postgraduate programmes (541) exceeded those entering sub-degree programmes (420).

Then in November 2000, the UGC supported the Institute's Academic Development Proposals to upgrade most programmes to degree level and gradually phase out most of its sub-degree programmes. The

Academic Development and Support



教務發展與支援

課程規劃

新增課程

合辦課程

教與學質素過程檢討

教務發展的支援

香港教育學院的遠景是「共享學教喜悅，盡展赤子潛能」，教務發展正是實踐遠景的關鍵。本校希望藉著提供優質師資培訓，確保本港莘莘學子得享優質教育。開辦學位和學位後深造課程，正是提供優質師資培訓的核心行動。隨著現有學士課程的學生人數與日俱增，再加上新增課程(其中包括兩項與本地大學合辦的學士課程)，足以證明本校正朝著優質師訓這個目標進發。本校現有及新增課程的質素，均參照大學教育資助委員會(教資會)將對本校課程進行的「教與學質素過程檢討」中訂下的要求，予以監察和保證。

我們的目標是在以下幾個領域內取得卓越的成績，即公民素養教育、語文教育、幼兒教育以及糅合科技的創意藝術和體育；這些都是本校的專長，我們現正繼續在這幾個領域內加強和提升有關課程。

本校亦繼續加強基礎設施，提供達大學水平的圖書館服務，策略性地規劃資訊科技支援，大量撥款支持教學發展，又添置現代的設施，輔助教學發展，為升格奠立基礎。

課程規劃

正如本校為一九九九至二零零四年度主要發展路向制訂的《策略方案2000》所述，提供優質師訓的關鍵目標之一就是把本校升格至大學水平的地位。就課程規劃而言，這表示本校需要逐步淘汰次學位課程，改由學位及學位後深造課程取代。

課程簡介

二零零零至零一學年標誌著學位課程數量增加的新里程。自本校開辦至今，全日制學生中，入讀學位及學位後深造課程的人數(五百四十一名)，首次超越了報讀次學位課程的數目(四百二十人)。

二零零零年十一月，本校的教務發展建議書獲得教資會支持，把大部分的課程提升至學位水平，並分期淘汰大部分次學位課程。這樣，本校學位課程所佔的比例，將由二零零零至零一年度的百分之二十七點六，增至二零零三至零四年度的百分之六十三點五。同時，雖然本校收生額固定在五千四百名等同全日制學額左右，但「學士學位首年」的學額，則會由二零零零至零一年度的三百四十個，遞增至二零零三至零四年度的五百三十六個。

評審與複審

在取得大學地位之前，每次推出新課程時，本校教職員均須應付嚴格的評審程序。這是一項要求甚高的課程發展和認可工作，本校必須就課程建議的內容作出廣泛的內部審查，並通過香港學術評審局的安排，進行一次全面的外界評核，以確保課程的水平恰當，符合社會需求。

教務發展與支援



proportion of our programmes which are at degree level will increase from 27.6% in 2000-01 to 63.5% in 2003-04. At the same time, the number of First-Year-First-Degree places will increase from 340 in 2000-01 to 536 by 2003-04, even though the full-time equivalent student body will remain stable at about 5,400.

Validation and Revalidation

Until HKIEd attains university status, the offering of new programmes involves Institute staff in a rigorous external validation process. This is a demanding curriculum development and accreditation exercise requiring extensive internal scrutiny of programme proposals and a full-scale external validation, organised through the Hong Kong Council for Academic Accreditation (HKCAA), to ensure that the programme is at the appropriate level and meets the needs of the community.

A number of quality assurance processes are built into the design of programmes to ensure that, once validated, they are implemented to the appropriate academic standard. These involve programme, module and teaching evaluation to gather student feedback and also obtaining feedback from external examiners. The validated programmes are normally approved for one cycle after which they need to go through an equally rigorous and demanding revalidation process which also involves internal and external input. Evidence gathered during the revalidation process is scrutinised and proposals for programme amendments are considered.

NEW PROGRAMMES

During 2000-01 the Institute introduced two new degree programmes and prepared another three programmes which will be offered in 2001-02.

New Programmes Launched in 2000-2001

Meeting the demand for professionally trained teachers has become a common goal of the community and government in Hong Kong. The Institute is meeting this demand by increasing the number of degree programmes it offers, by introducing flexible modes of study and by offering programmes where there is currently a shortage of expertise in schools. In 2000-01 we introduced two new programmes preparing teachers for the secondary sector, with an emphasis on

cultural and technical subjects. An additional mode of study was also introduced to accommodate certificate holders who are working as full-time primary school teachers and want to take the Institute's add-on degree programme.

Bachelor of Education (Honours) (Secondary)

This unique four-year programme offers Secondary 7 graduates the opportunity to prepare to become graduate teachers of subjects which have often been given less attention in the secondary curriculum – Art, Music, Physical Education, and Design and Technology. Graduates from the programme will be fully prepared to put into practice the whole person approaches and the emphasis on multiple intelligences which the educational reform has proposed. Some 108 high-quality applicants were admitted in September 2000 to this exciting new programme.

Two-year Part-time Postgraduate Diploma in Education (Secondary)

This two-year part-time programme is for untrained teachers who have a recognised degree and at least one year of experience teaching in secondary schools. In addition to Chinese, English and Mathematics, the programme offers academic majors in subjects not available elsewhere locally thus providing opportunities for teachers of cultural subjects such as Art and Design and Music to gain professional training. In the first year a total 107 students were admitted.

Three-year Mixed Mode Bachelor of Education (Honours) (Primary)

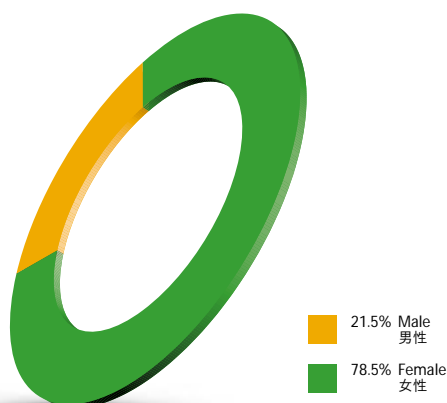
Several modes of achieving a Bachelor of Education (Honours) (Primary) degree are now available to applicants. The four-year programme for secondary school leavers was introduced in 1998, the two-year full-time programme was introduced in 1999, and in 2000-01 a three-year mixed-mode programme was introduced. The latter two are add-on degrees for holders of the Institute's Certificate in Primary Education who want to upgrade their qualifications to degree level. Distinct from the 2-year programme which is for Certificate graduates to continue their studies on a full-time basis, the new mixed-mode programme is targeted at teachers who are working full-time. They will combine part-time evening and Saturday classes with full-time summer blocks.

24

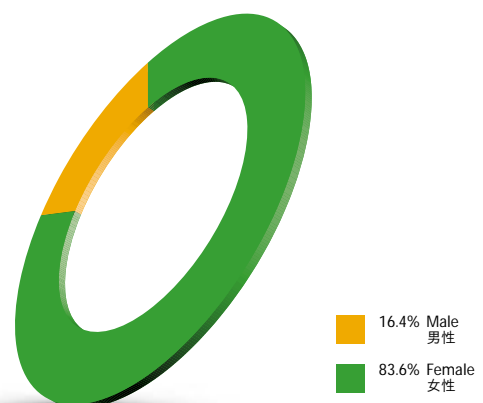
STUDENT ENROLMENT (2000-2001) As at 30 June 2001 學生人數 (二零零零至二零零一年) 二零零一年六月三十日

By gender 以性別計

Pre-service
職前課程



In-service
在職課程



為了保證課程一俟通過評審後，即能按照適當的學術標準落實，本校在課程內設定了多項質素保證的程序：包括要求學生評估課程、教學單元及教學方法，又尋求校外考核委員意見。通過評審的課程，通常開辦滿一周期後，還須面對同樣嚴格的複審程序，同樣須接受內部和外界的考核。在複審過程中收集到的論據，以及各方提供的改善建議，都會得到本校審慎考慮。

新增課程

二零零零至零一年度，本校推出了兩項嶄新的學士課程，同時又籌備將在二零零一至零二年開辦的另外三項課程。

二零零零至二零零一年度開辦的新課程

培訓專業師資已是本港社會和特區政府的共同目標。本校有見及此，便增辦學位課程，並引進靈活的修業模式，又針對目前缺乏的教學專才設計課程。二零零零至零一年度，本校開辦了兩項為培訓中學教師而設的新課程，特別強調術科和科技科目的教學。此外，本校又特別照顧持教育證書的全職小學教師的需要，增設一項全新的修讀模式，讓他們可以報讀本校的銜接學位課程。

中學教育榮譽學士課程

這項獨有的四年制課程，主要是為中七畢業生而設，讓他們日後可以在中學任教一些往往較受忽略的科目：美術、音樂、體育及設計與科技等。學成之後，該課程的畢業生將可響應教育改革的倡議，把全人教育和多元智能等理念，付諸實行。二零零零年九月，這項令人振奮的新課程共錄取了一百零八位水平優秀的學生。

兩年部分時間制學位教師教育文憑課程(中學)

這項兩年部分時間制課程，是為持有認可學位、已在中學任教至少一年，但未接受訓練的現職教師而設。除中文、英文及數學科外，該課程還提供一些本地其他院校沒有設立的學科，供學生選作主修科目。這樣一來，任教如美術與設計及音樂等術科的在職教師，也可以獲得專業培訓的機會。課程開辦首年，共收生一百零七人。

三年混合制教育榮譽學士課程(小學)

教育學士課程現時提供多種不同的修業模式，以供選擇。專為中學畢業生而設的四年制課程，始於一九九八年；兩年全日制的課程在一九九九年推出，而三年混合制則在二零零零至零一年度首辦。後兩項為銜接課程，專為曾在本校修讀小學教育證書課程的人士而設，讓他們藉此將學歷提高至學士水平。新推行的混合制課程，與供教育證書課程畢業生進修的兩年全日課程截然不同，特別因應全職教師的需求，把平日上課時間安排在晚上和週六，暑假期間則改為全日授課。

二零零一至二零零二年度認可的課程

二零零零至零一年間，本校另有三項達大學水平的課程，獲香港學術評審局認可，其中一項是四年全日制的「語文教育榮譽學士課程」。這個別具創意的課程，是專為有志任教學英文科和中文科的中七畢業生而設。課程特色之一是把一整個學期闢作沉浸課程，藉此為學員製造充滿新鮮感的機會，讓他們在真實的目標語言環境下提高語文能力和文化觸覺。其餘兩項在二零零零至零一年度通過評審的課程，分別是三年混合制的「中學教育榮譽學士課程」和一年全日制的「學位教師教育文憑課程(中學)」。前者為修畢中學教育證書課程的人士而設，供他們進修至學士水平；後者則為大學畢業生而設。這些課程將在二零零一至零二年度開辦。



Programmes Accredited for 2001-2002

Three more university-level courses were accredited by the Hong Kong Council for Academic Accreditation (HKCAA) in 2000-01. Among these is the Four-year Full-time Bachelor of Education (Languages), an innovative programme preparing secondary seven graduates to become fully qualified teachers of English or Chinese in secondary schools. A unique feature of this new programme is the inclusion of a full semester of immersion giving students an exciting opportunity to enhance their language proficiency and cultural awareness in authentic contexts. The other two programmes which were successfully validated in 2000-01 are the Three-year Mixed Mode Bachelor of Education (Honours) (Secondary) degree, for holders of the Certificate in Secondary Education who want to upgrade to degree status, and the One-year Full-time Postgraduate Diploma in Education (Secondary) for university graduates. These programmes will be offered in 2001-02.

In addition, new subjects have been accredited for existing programmes, helping to meet a demand for trained teachers in the respective areas. Students in the Four-year Full-time Bachelor of Education (Honours) (Secondary) programme will be able to major in Business Studies and Home Economics for the first time in 2001-02.

Revalidation Exercise

The Institute's first revalidation exercise was undertaken during the year. The Two-year Part-time Postgraduate Diploma in Education (Primary) programme, which was launched in 1998, was successfully revalidated by the HKCAA and approval was given for the programme to continue to be offered. In addition, preparations were made for the revalidation of the Institute's flagship programme, the Four-year Full-time Bachelor of Education (Primary). This important revalidation exercise is scheduled to take place in the 2001-02 academic year. A number of other current degree and postgraduate programmes will undergo revalidation in 2001-02.

COLLABORATIVE PROGRAMMES

The Institute has signed agreements with two local universities for the joint offering of degree programmes. These collaborations provide a unique opportunity for students to study in two local tertiary

institutions undertaking their specialist subject studies in the partner institutions and studying education and pedagogy in HKIEd. Both programmes prepare teachers able to teach the full range of secondary students.

Bachelor of Science in Mathematics (Honours) (Mathematics and Information Technology Education)

This four-year programme is a joint effort between the Institute and the Hong Kong University of Science and Technology (HKUST), and the first batch of students was admitted in 2000-01. Students take modules offered solely by the HKUST in the first year, and from the second year also study modules offered by the Institute. Graduates will be qualified teachers, recognised by the Education Department, who have good abilities in Mathematics and IT.

Bachelor of Arts (Honours) (English Language Teaching)

This innovative four-year full-time programme is a joint effort between the Institute and the Hong Kong Polytechnic University (HKPU). The first batch of students will be admitted to the programme in 2001-02. Students study modules in English language and literature offered by the English Department of HKPU, and modules offered by the Institute in Educational Foundations and English Language Teaching Methodology. Students have the opportunity to undertake two periods of overseas immersion as part of the degree and will graduate as fully qualified English teachers, recognised by the Education Department.

TEACHING AND LEARNING QUALITY PROCESS REVIEW

In moving towards university status, TLQPR, a rigorous assessment by the UGC, will provide an opportunity for the Institute to demonstrate its readiness. The review visit will occur in June 2002 and the Institute has devoted much effort in the past year to preparing for the visit.

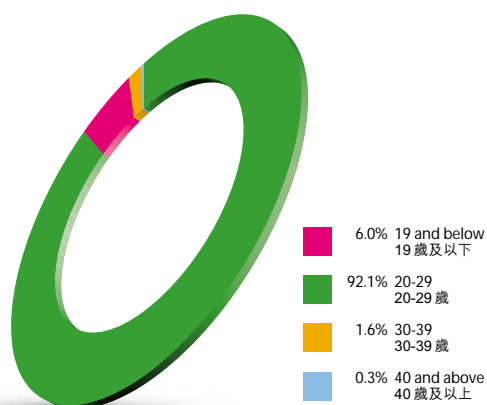
External consultants have been brought in to lead reviews and give advice, all units are preparing Education Quality Work profiles, and in mid-June 2001 a second round of internal trial TLQPR visits was organised, with encouraging results. The visits were conducted by external consultants and colleagues from local tertiary institutions,

26

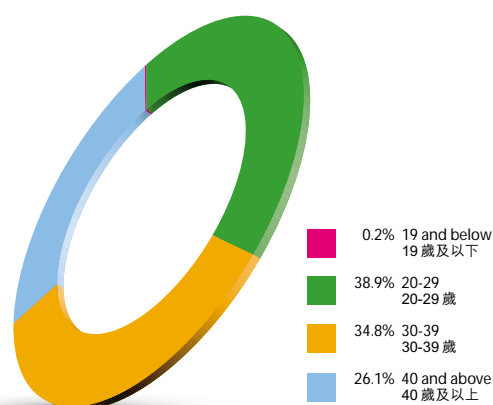
STUDENT ENROLMENT (2000-2001) As at 30 June 2001 學生人數 (二零零零至二零零一年) 二零零一年六月三十日

By age 以年齡計

Pre-service
職前課程



In-service
在職課程



此外，在現有的課程內增加新學科，也相繼獲得認可，使本校可以為有關學科提供更多的受訓師資。就讀四年全日制教育榮譽學士課程(中學)的學生，從二零零一至零二年起，首次可以選擇商業學及家政為主修科目。

複審過程

本學年內，本校課程首次接受複審。一九九八年開辦的兩年部分時間制學位教師教育文憑課程(小學)，成功通過香港學術評審局的複審，獲准繼續開辦。此外，本校的頭號課程——四年全日制教育學士課程(小學)亦已作好準備，在二零零一至零二學年內接受複審。此外，一些現行的學位和學位後深造課程，也會在二零零一至零二年間陸續接受複審。

合辦課程

本校與兩所本地大學簽署協議，合作提供學士學位課程。這種形式的合作，可以讓學生同時在兩所高等學府受訓，是個獨一無二的機會。他們既可在本校的夥伴學府中攻讀專修科目，又可在本校進修有關教育和教學法的課程。兩項課程的畢業生均可在中學各級任教。

榮譽理學士(數學—數學及資訊科技教育)

這個為期四年的課程，由本校與香港科技大學合辦，二零零零至零一年度首次收生。一年級的學生只須在香港科技大學(科大)修讀該校提供的單元，從第二年開始，則兼讀分別由本校及科大制訂的課程。畢業生將成為及格教師，擁有數學及資訊科技的專才，資歷獲教育署認可。

STUDENT ENROLMENT (2000-2001) As at 30 June 2001 學生人數(二零零零至二零零一年)二零零一年六月三十日

By programme type 以課程類別計

Programme 課程		Student number 人數	Full-time equivalent 等同全日制學額
Bachelor Degree Programmes	教育榮譽學士課程	1,176	1,067.66
Postgraduate Diploma Programmes	學位教師教育文憑課程	548	326.50
Certificate in Education Programmes*	教育證書課程*	2,117	2,070.57
In-service Courses of Training for Teachers	在職教師訓練課程	689	275.60
Other	其他	3,936	1,471.02
Total	總數	8,466	5,211.35

* 325 students (FTE=278.57) of Certificate in Kindergarten Education Programmes are included in the figures

* 包括 325 個 (等同全日制學額 278.57 個) 幼稚園教育證書課程的學生



who were impressed by the commitment and professionalism of staff and students and the quality assurance and improvement processes in place, particularly as regards curriculum design. The Institute's Teaching and Learning Quality Assurance Committee, which is organising preparations for the TLOPR, also participated in the internal visits. Suggestions for improvements arising from the visit will be acted on in the coming year.

SUPPORT FOR ACADEMIC DEVELOPMENT

The Institute supports academic development in various ways. One of these is through the nurturing of our recognised areas of strength which are also social priorities in Hong Kong, such as language teaching and learning. Support is also offered more specifically for developments in information technology, for the development of university-level library facilities, for research and development projects relating to teaching and learning and through the ongoing upgrading of facilities.

Language Teaching and Learning

Language proficiency is an issue of concern in education in Hong Kong and the government has introduced English and Putonghua language proficiency standards. To ensure Institute graduates meet these standards, we have placed special emphasis on language learning and teaching. Language enhancement programmes are compulsory for many Certificate in Education and Bachelor of Education (Primary) students. In addition students are encouraged to make good use of the Institute's extensive language learning facilities which include two Language Learning Centres, one for English and one for Chinese (including Putonghua).

Immersion Programmes

Immersion programmes offer students a chance to use another language in its authentic cultural setting. The Institute recognises the value of these programmes and has operated English and Putonghua Immersion Programmes for many years.

English

In 2000-01, 397 students were placed in colleges or universities in Britain, Australia or Canada for periods ranging from four to ten weeks. The programme resulted in students improving their English language

proficiency, gaining confidence in using the language, and learning to better appreciate the cultures where it is used.

Putonghua

Students in the primary BEd programme participated in a nine-week immersion programme at Northeast Normal University. This gave them the opportunity to improve both their Putonghua proficiency and their understanding of the history, geography, customs and daily life of north China. Students of the Certificate in Education participated in a one-month immersion programme in Beijing and a similar immersion programme for in-service teachers of Putonghua was also offered in Beijing.

Immersion in Other Areas

The Institute has embraced language immersion and devoted considerable resources to ensuring prospective language teachers can gain from its benefits. Immersion for students of other subject disciplines is something which has begun to materialise after several years of planning. This year two groups of students were able to enrich their studies in aspects of Information Technology (IT) and Art and Design by taking part in immersion programmes to France organised by the School of Creative Arts, Sciences and Technology in Grenoble, Rennes and Paris.

The IT immersion visits to Grenoble and Rennes took place in January and June 2001. The Art and Design immersion visit to Paris took place in June 2001. All these visits were successful in enabling participants to broaden their horizons and gain a rich understanding of the role of IT in French education, and to experience Parisian art culture at first hand.

Information Technology Initiatives

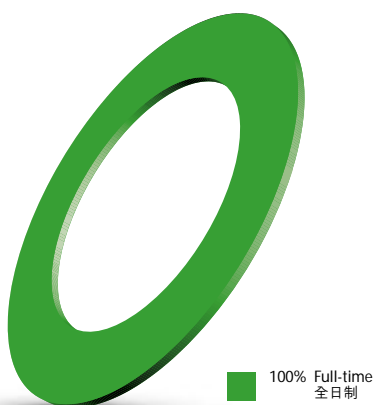
The Institute has an active Office of Information Technology Services (ITS) which provides comprehensive services to students and staff and supports a large number of initiatives in the area of IT. In addition, the Education Technology Services Unit (ETU), a professional and technical support unit with the mission to enhance creativity and effectiveness in education, provides comprehensive IT training for staff.

STUDENT ENROLMENT (2000-2001) As at 30 June 2001

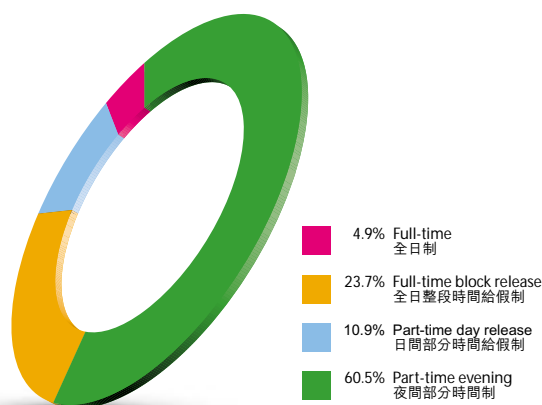
學生人數 (二零零零至二零零一年) 二零零一年六月三十日

By mode of study 以修業模式計

Pre-service 職前課程



In-service 在職課程



英語教學(榮譽)文學士

這個饒具創意的四年制課程，由本校與香港理工大學(理大)合辦，將於二零零一至二零零二年度錄取第一批學生。學生攻讀由理大提供的英國語文及文學單元，又進修由本校制訂的教育基礎及英國語文教學法單元，還可分兩階段前往海外修讀沉浸課程。學生畢業後成為及格英語教師，資歷獲教育署認可。

教與學質素過程檢討

在升格大學的路途上，由教資會負責執行的「教與學質素過程檢討」，規範嚴格，將是本校證明本身已準備就緒、蓄勢待發的良機。鑑於檢討工作將於二零零二年六月進行，本校在過去一年已為這次訪查做了大量的準備工作。

本校聘請外來顧問領導檢討工作，並要求他們提供意見。各部門均須準備教育優質工作簡介。二零零一年六月中，本校進行了第二輪的內部教與學質素過程檢討測試，成績理想。是次訪查由外聘顧問及本地高等學府的同業主持，他們對本校教職員的熱誠和專業水平、學生的質素和現行的質素保證及改善程序，特別是課程設計方面，均留下深刻印象。負責為本校籌備接受檢討的教與學質素保證委員會，亦有參與內部訪查。從訪查過程中吸取的改善建議，將由明年開始實施。

教務發展的支援

本校通過各種途徑，支援教務發展工作；方法之一是致力發展既是本校的專長、又是香港社區關注的範疇，語文教學即屬一例。此外，本校亦特別支持開發資訊科技、建設具大學水平的圖書館設施、從事與教學相關的研究和發展，以及持續不斷改進整體設施。

語文的教與學

語文能力是本港教育備受關注的課題，政府亦特此引入英語和普通話語文能力基準。為了確保本校的畢業生能夠符合這些標準，我們特別注重語文的教與學。語文增潤課程是不少教育證書和小學教育學士課程的必修科目。此外，本校還鼓勵學生善用校內龐大的語言學習設施，包括兩所語文研習中心，一所專為學習英語而設，另一所則專為學習中國語文(包括普通話)而成立。

沉浸課程

沉浸課程為學生提供一個真正的文化環境，有利他們實習目標語言。本校認為這種學習方式甚富價值，已連續多年開辦英語及普通話沉浸課程。

英語

二零零零至零一年度，共有三百九十七名學員獲安排到英國、澳洲及加拿大的學院或大學，接受為期四至十週的英語培訓。學員受訓後，不但英語水平有所提升，自信心增強，更提高了欣賞英語國家文化的能力。

普通話

修讀小學教育學士課程的學生，本年度參加了在東北師範大學舉辦的沉浸課程，為期九週。他們利用這個機會，提升普通話能力，同時又對中國北方的歷史、地理、風俗和日常生活，加深了認識。至於修讀教育證書的學員，則前往北京，參加為期一個月的沉浸課程。本校亦為在職普通話教師設立相類的沉浸課程，舉辦地點同是北京。

Professor Poon Chung-kwong (left), President of the Hong Kong Polytechnic University and Professor Ruth Hayhoe (right), Director of HKIEd signed an academic collaboration agreement in January 2001, signifying their joint effort in offering an innovative four-year full-time Bachelor of Arts (Honours) programme in English Language Teaching
香港理工大學校長潘宗光教授(左)與香港教育學院院長許美德教授(右)於二零零一年一月簽署學術合作協議。兩校將聯合開辦一項四年全日制英語教學(榮譽)文學士課程



The Institute invited Sir William Taylor, CBE (left), Council member of the HKIEd to lead the discussion on TLQPR at a staff forum
本校邀請校董會成員威廉泰勒爵士(左)於論壇上與員工討論「教與學質素過程檢討」



In November 2000, an Information Technology Strategic Plan was completed. An important element of that plan is to ensure that technical services are in place to support teaching and learning through new technologies. The Information Technology Strategy Committee, which developed the plan and oversees its implementation, adopted a powerful e-Learning platform to facilitate speedy deployment of online learning projects and offer sophisticated functions for teaching and learning.

Several ongoing projects, such as the Teaching and Learning Enhancement of the Net project, aim to help students and staff use the net effectively in their work. In November 2000, ETU organised a series of workshops on "Pedagogy and Instructional Design Strategies for e-Learning" given by Dr Roger Yin, Associate Professor from the University of Wisconsin-Whitewater and an expert in web-based teaching and learning.

The opening hours of the self-access computer laboratories run by ITS have been extended to 24 hours, to address the different needs of students. Weekly demonstration workshops have also been organised by ETU to familiarise students with the usage of audio-visual facilities, video editing and audio recording.

The Institute has successfully launched a Smartcard for all staff and students. Students can now use the new Smartcard to gain convenient access to library, swimming pools and other facilities. Students can also use the Smartcard to activate the air-conditioning and laundry machines in the hostels.

The Library

Information technology has heralded a revolution in how people gather information and nowhere is this more evident than in libraries. The Institute's Library has been developing itself into a "library without walls"; one which not only supports learning, teaching and research activities but does so at university level.

The Institute's goal of attaining university-level status also applies to its library services. The Library has been active in adopting new technology that makes it easier for students and staff to gain access to information. The collection is also becoming an important regional source of information.

In 2000-01, the Library saw a significant increase in the number of Institute students and staff who enjoyed library services. In addition, there was a marked increase in the use of the library at a distance, electronically, without the students concerned having to enter the building. Several initiatives encouraged this result. Total loans were up 26% (including a 123% increase in media loans). The Library enhanced its electronic resources so campus users could gain access to the full texts of more than 9,800 e-journals. A new proxy service was introduced, giving students and staff access to restricted library databases at any time and from any location served by broadband networks. The Library increased loan quotas and allowable renewals of materials.



其他範疇的沉浸計劃

本校銳意開拓語文沉浸課程，並撥出大量資源來確保準語文教師能夠從中獲益。為主修其他科目學生而設的沉浸課程，經過數年策劃後也開始推行。今年，本校兩組學生通過創藝與科技學院的安排，分別前往法國的格勒諾布爾、巴黎和雷恩修讀沉浸課程，增強對資訊科技和藝術與設計的認識。

設於格勒諾布爾及雷恩的資訊科技沉浸課程，於二零零一年一月及六月推行；設在巴黎的藝術沉浸課程，則於同年六月開辦。參與該兩項沉浸計劃的學生，均藉此機會增廣見聞，除了能深切了解資訊科技在法國教育所扮演的角色外，還親身體驗了法國的藝術文化和巴黎獨特的氛圍。

開拓資訊科技

本校的資訊科技服務處，積極為教職員和學生提供全面的資訊科技服務，又支援多項這方面的開拓工作。至於另一個專業和技術的支援部門—教育科技服務處—則協助提高教育方面的創意和效能，並為教職員提供資訊科技方面的培訓。

二零零零年十一月，本校完成了一份《資訊科技策略方案》。該方案的重點之一是要確保科技服務必須準備就緒，俾能以嶄新的科技來支援教學發展。

負責策劃和監管落實該方案的資訊科技策略委員會，添置了一個強效的電子學習平台，加速了網上學習的放送與運作，又為教與學提供精密的電子輔助功能。

本校又推出多個連續性的計劃，例如「互聯網上的教與學」課程等，目的是協助學生及教職員有效地利用網上資源處理工作。二零零零年十一月，教育科技處籌辦了一連串的工作坊，探討電子教學的教學法及其教學設計策略，並邀得網上教學專家、美國威斯康辛州—白水大學的副教授尹立中博士親臨本校主持。

資訊科技服務處為配合學生的不同需要，將轄下的電腦室開放時間延長至全日二十四小時。此外，教育科技處又於每週舉辦示範工作坊，指導學生如何使用視聽器材和進行錄像剪輯及錄音等工作。

本已成功開發智能咭，發給全體教職員及學生。學生可以利用新的智能咭進入圖書館，或使用游泳池及其他校內設施，非常方便。他們又可以利用智能咭啟動宿舍內的空調系統和洗衣機。

圖書館

資訊科技日新月異，人們蒐集資料的方法也遇上革命性的改變，圖書館正是見證這種現象的最佳地點。過去幾年，本校的圖書館正逐漸蛻變成一所「無邊際圖書館」；不單全力輔助校內的學習、教授和研究工作，而且規模和運作均已達大學水平。

本校要升格至大學水平這一目標，也可同時在圖書館服務的發展上體現出來。圖書館積極採納新科技，務求學生及教職員在取用資訊時，事半功倍。目前本校圖書館正逐漸成為區內重要的教育資源中心。



The Library has one of the best collections of education materials in Southeast Asia and requests for materials from outside the Institute also rose sharply. At the same time, the number of requests from our students and staff for material from other libraries dropped by 6%. The Library is continuing to upgrade and enlarge its collection, and now has 507,000 items and 3,800 print journal titles.

Ongoing collaboration between the Institute's Library and the libraries of East China Normal University and North East Normal University resulted in more publication exchanges, expansion of inter-library loan services and an increase in staff exchanges. Major publication exchanges were also carried out with the University of Macau library and other libraries in Hong Kong and China.

Teaching Development Grants

An important aspect of the Institute's support for academic development is the funding provided through the Teaching and Learning Quality Assurance Committee (TLOAC), for Teaching Development.

The TLOAC is responsible for overseeing the allocation, monitoring and evaluation of Teaching Development Grants (TDGs), mainly via the TDGs Project Sub-group. During the reporting period, the Institute received HK\$0.9m from the UGC and HK\$5.5m in recurrent grants which facilitated important academic development in the areas of teaching and learning.

TDGs have been allocated to support Institute-, School- and Department-based projects, individual projects and initiatives for teaching and learning development, as well as the dissemination of project outcomes. A total of 47 projects were supported in the areas of curriculum development (2), teaching and learning (22), development of teaching materials (9), and IT in teaching and learning (14). In the 2000-01 academic year, one of the focuses of teaching development was to promote effective use of IT in teaching and

learning, and hence a substantial amount of the recurrent TDGs have been used to support such departmental initiatives and also staff development in the effective use of IT in teaching and learning.

Apart from supporting teaching development projects, the TDGs also supported other Institute-wide initiatives such as the Lecturer Attachment Scheme for the primary programmes, a project outcomes dissemination forum, and also the conference on the scholarship of teaching and learning organised by the UGC in May 2001.

Infrastructure Support for Academic Development

Two capital projects, mentioned in the chapter on Governance and Administration above, have significantly enhanced the infrastructure support the Institute provides for its academic programmes. The opening of the new Sports Centre and the Temporary Town Centre during the reporting period has made a major improvement to the support available respectively for student teachers of Physical Education and for serving teachers undertaking in-service professional development.

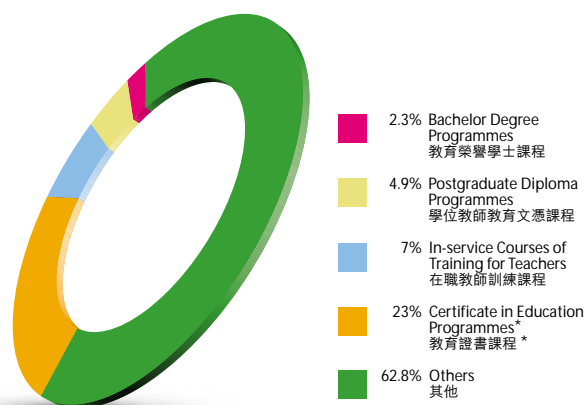
The new Sports Centre is equipped with a grandstand with covered seating for 1,200, a running track, soccer pitches, tennis courts, a jogging path with fitness stations and a fitness room. These facilities significantly enhance the environment for the teaching of physical education and sports science. The Sports Centre is located at Pak Shek Kok and was officially opened in February 2001.

The new temporary Town Centre at Skyway House in Tai Kok Tsui was completed in September 2000. It includes a fully equipped lecture theatre, tutorial and meeting rooms, a computer room, special rooms, and science and language laboratories helping to meet the needs of part-time students and practising teachers who are upgrading their professional knowledge and skills at the Institute.

32

GRADUATE STATISTICS (2000-2001) 畢業生人數 (二零零零至二零零一年)

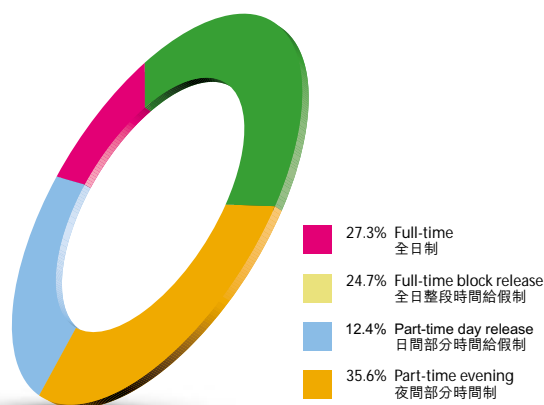
By programme type 以課程類別計



Total number of graduates: 5,367

畢業生總數：5,367

By mode of study 以修業模式計



* 176 students (FTE=150.86) of Certificate in Kindergarten Education Programmes are included in the figures

* 包括 176 個 (等同全日制學額 150.86 個) 幼稚園教育證書課程的學生

二零零零至零一年度，使用圖書館服務的學生和教職員人數大幅增加，總體借閱量上升了百分之二十六(其中媒體資料的借閱量更大幅飆升百分之一百二十三)。此外，無須親臨圖書館，而遙距離使用其服務的學生人數也顯著增加，這皆歸功於多項新措施。圖書館一方面提升其電子資源，為校內讀者提供了超過九千八百種電子全文期刊；另一方面，又推出了新的網絡代理伺服器，讓學生及教職員通過寬頻網絡，隨時隨地查閱圖書館的限閱資料庫。此外，圖書館更放寬了每次借閱和續借次數的限額。

本校圖書館所藏的教育資料，十分豐富，在東南亞地區堪稱首屈一指。來自校外的借閱要求，相應激增。與此同時，本校學生及教職員要求向校外機構借閱資料的數目，卻下降百分之六。圖書館正繼續提升及擴大館藏，目前該館所存資料共五十萬零七千項，另印刷期刊合三千八百種。

本校圖書館與華東師範大學及東北師範大學不斷合作，加強刊物互換，擴大館際互借服務，又增加彼此員工的交流。此外，本校亦與澳門大學及本港和國內多所圖書館進行刊物交換計劃。

教學發展撥款

通過教與學質素保證委員會撥款資助，是本校支持教務發展主要途徑之一。

教與學質素保證委員會主要通過教學發展撥款的各項目小組，統籌撥款的分配、監察和評核。本學年內，本校從教資會獲得九十萬港元的撥款，又從經常性撥款中取得五百五十萬港元，促進了教與學方面的重大發展。

本年內的教學發展撥款，除了用於支援以教育學院及各院系為本的項目外，又資助了一些個別項目和與教學發展相關的工作，還資助發佈研究成果。獲得撥款的計劃共四十七項：課程發展方面佔兩項，教與學方面佔二十二項，教材發展佔九項，教學資訊科技則佔十四項。二零零零至零一年度內，教學發展的重點之一是推動資訊科技於教學方面的有效應用，故此不少經常性的撥款，都用於協助各學系開拓教學資訊科技及培訓有關員工。

除了支援有利教學發展的計劃外，該教學發展撥款也支持其他全校層面的項目，例如資助與多間小學合辦的講師駐校計劃，舉辦發表研究結果的論壇，及參與在二零零一年五月由教資會主辦的「香港高等教育教與學質素」研討會等。

支援教務發展的基礎建設

在本年報〈校政與管理〉一章中提及的兩個基建項目，明顯地加強了本校對教務發展計劃的建設支援。簇新的運動中心及臨時市區分校在本年度相繼落成，在支援修讀體育科的準教師和公餘進修的在職教師方面，有莫大幫助。

新落成的運動中心設備完善，包括一個可容納一千二百名觀眾的有蓋大看台、田徑跑道、足球場、網球場、沿途設置體能訓練站的緩跑徑和健身室等。這些設施大大改進了體育和運動科學課程的教學環境。該中心位於白石角，於二零零零一年二月正式啟用。

座落大角咀嘉運中心的臨時市區分校，於二零零零年九月完成裝修工程。校內設有配備完善的演講廳、導修室、會議室、電腦室、特別用途室和科學及語言實驗室等，協助本校的兼讀生及在職教師提升專業知識和技能。

