

*APPLIED RESEARCH IS AN INTEGRAL PART OF THE INSTITUTE'S VISION
OF BECOMING A LEADING UNIVERSITY-LEVEL INSTITUTION.
OUR RESEARCH PROMOTES EDUCATIONAL INNOVATION,
IMPROVES TEACHING PRACTICE, CONTRIBUTES TO THE DEVELOPMENT OF
EDUCATIONAL POLICIES, AND ENABLES US TO DEMONSTRATE OUR COMMITMENT TO
QUALITY PRACTICE AND ACADEMIC EXCELLENCE.*



香港教育學院以成為先導的大學水平學府為目標，應用研究是實現這個理想不可或缺的部分。本校的研究活動推動教育創革，改良教學實踐，促進教育政策發展，顯示我們對優質教學和精研學術鍥而不捨的精神。

RESEARCH AND SCHOLARSHIP

研究與學術成就



RESEARCH AND SCHOLARSHIP

Research at the Institute Level

Research by Schools, Departments and Centres

Funding and Other Support

Sharing Research Results

Applied research is an integral part of the Institute's vision of becoming a leading university-level institution in the Asia Pacific region. The general focus of our research is to promote educational innovation, improve teaching practice in local schools, and contribute to the development of educational policies in Hong Kong and the Asia Pacific region. This orientation in our research enables us to demonstrate our commitment to quality practice as well as academic excellence.

The Institute supports research and scholarly activities through the Research Committee and the Centre for Research and International Collaboration (CRIC). These bodies fund projects directly, provide quality assurance, help to secure outside funding, organise events

and offer a variety of other forms of assistance. In addition, staff are supported and encouraged to share their results and learn from others, through conferences and other events and through publications.

The demand for research is likely to increase with the changes brought by the ongoing education reforms in Hong Kong and the emphasis on lifelong learning. The Institute is positioned to play an increasingly important role in filling this need.

Research at the Institute is conducted either at the institute level or by individual Schools, Departments or Centres. All academic staff are encouraged to engage in research projects and publish articles, and the details are published regularly in the *Staff Research and Scholarship Profile*. The highlights of 2000-01 are included here, to give a flavour of the work done by staff members.

RESEARCH AT THE INSTITUTE LEVEL

Three major projects at the institute level were pursued in 2000-01. The Schools Around the World Project is an ongoing international project involving the participation of CRIC and other departments. Eleven countries are participating over five years to exchange information on enhancing teaching and learning. The first stage focused on science and was completed in 2001. In Hong Kong, 70 teachers from 37 schools participated.

Research and Scholarship



研究與學術成就

全校層面的研究計劃

學院、學系和中心的研究活動

研究經費與其他支援

分享研究結果

香港教育學院以成為先導的大學水平學府為目標，應用研究是實現這個理想不可或缺的部分。本校的研究活動首重推動教育創革，改良本地教學實踐，以及促進本港及亞太地區的教育政策發展。研究工作如此定位，顯示我們對優質教學和精研學術鍥而不捨的精神。

本校對研究和學術活動的支援，是透過研究委員會和研究及國際合作中心進行。這兩個單位負責對研究項目直接撥款、履行質素保證、協助爭取外界資助、籌辦活動及提供多種其他形式的支援。此外，本校也支持和鼓勵教職員通過參與研討會及其他活動，或發表論著，與他人分享研究結果，及向同業學習。

隨着本港持續推行教育改革，並強調終身學習，對教育研究的需求勢必增加。為滿足這些需求，本校在這方面的角色將愈加吃重。

本校的研究工作分成兩個層面，一個是全校層面的研究；另一個是個別學院、學系和中心層面的研究。本校鼓勵所有教學人員參與研究工作及發表論著，並定期把研究項目的資料刊於《教職員研究與學術概覽》內。以下是二零零零至零一年度的研究工作撮要，本校教職員在這方面的努力足見一斑。

全校層面的研究計劃

二零零零至零一年度內，全校層面的大型研究活動共有三項。「寰宇學校計劃」是一項持續性的國際研究項目，由研究及國際合作中心及本校其他學系參與策劃，涉及十一個國家，在五年內彼此交換提升教學的研究心得。第一階段的研究集中在科學教學，已於二零零一年完成。本港有三十七間學校共七十位教師參與計劃。

「港滬研究計劃」是另一項持續性的研究活動，旨在比較港滬兩地的教學情況。該計劃由研究及國際合作中心負責協調和支援，共有十一個研究小組參與工作。

此外，研究及國際合作中心亦參與一項研究，發展量度中、小學生學業增值的表現指標。該中心先後主辦了二十六次研究成果發佈會及工作坊，共邀得逾四百二十位來自三百二十間學校的資深教職員出席，學習如何運用這些指標。

學院、學系和中心的研究活動

各學院、學系和中心均開展了廣泛的研究工作，為加強香港的教學發展和提倡學術風氣盡一己之力。

研究與學術成就



▲ *A "Workshop on Fostering a Culture of Teachers' Professional Development in Hong Kong", sponsored by the Education and Manpower Bureau and organised by HKIEd, was held on 9 December 2000*

在教育統籌局的支持下，香港教育學院於二零零零年十二月九日舉辦了一個名為「推動香港教師專業發展文化」工作坊



The Hong Kong-Shanghai Research Programme is an ongoing project to compare teaching and learning in both places and involves 11 research teams co-ordinated and supported by CRIC.

The Centre was also engaged in the development of performance indicators for measuring value-added improvement of primary and secondary students' academic performance. To disseminate findings and train educators in the use of the indicators, CRIC organised 26 sessions attended by over 420 senior staff from more than 320 schools.

RESEARCH BY SCHOOLS, DEPARTMENTS AND CENTRES

An extensive range of research is carried out by staff in the Institute's Schools, Departments and Centres. Their work helps to enhance teaching and learning in Hong Kong and to promote academic excellence.

School of Creative Arts, Sciences and Technology

The School of Creative Arts, Sciences and Technology and its Departments and Centres were involved in several research projects. The School includes a Centre for Technology-based Creativity in Performance Related Education, which plays a vital role in creating a dynamic environment for nurturing applied research in the cultural subjects.

Four projects from the School's four Departments illustrate the research activities of staff. In the Department of Creative Arts, staff are engaged in a project looking at *Community-based Arts Teaching and Learning Activities*. Creative arts learning experiences are extended outside the classroom, enabling students to see how the arts mingle with everyday social and cultural experiences. This project supports the reform initiative for whole person development. The Department of Information and Applied Technology is engaged in a Quality Education Fund (QEF) project aiming to revolutionise the study of Design and Technology in schools by establishing an educational CAD/CAM network using Internet technology. The Department of Physical Education and Sports Science is engaged on a project for developing a holistic approach in learning to teach physical education at the Institute while staff of the Department of Mathematics are conducting research into the integration of appropriate IT elements into the Mathematics curriculum.

School of Early Childhood Education

Research by the School of Early Childhood Education focuses in general on young children's development and learning, early childhood curriculum and early childhood teachers. To provide a focus for the School's research and scholarly activities, a Centre for Early Childhood Research and Development was established in November 2000. The Centre aims to promote research and quality services for professional development and community initiatives. The Centre was successful in attracting a \$2.4 million grant in 2000-01 from the QEF to develop a self-assessment and self-improvement model for quality

teaching in pre-schools. The School also undertook a number of other research and scholarly activities, including research into the promotion of literacy through play in literacy enriched classroom environments and an investigation of best practices in the teaching and learning of Chinese characters in preschools. Two other important projects investigate aspects of mathematics learning among preschool children and explore the relationship between early literacy in Chinese and primary school reading performance. The School takes a leading role in exploring alternative teaching and learning approaches for Hong Kong early childhood teachers, and is active in producing multi-media teaching materials.

School of Foundations in Education

In the School of Foundations in Education, the focus is on field-based scholarship. The School obtained grants from the QEF and the Support Group on Integrated Education for seven projects in 2000-01 that covered such things as developing students' performance and creativity, science education, professional support and inclusive education. The School is also involved in direct partnerships with schools, for instance, by supporting newly arrived children at six schools and developing civic education materials.

A project which serves as an example of the research work of the School is a University Grants Committee (UGC)-funded project, *An intra-cultural comparative study of citizenship education in the Chinese context: the Hong Kong SAR, China, Taiwan and Singapore*. This study promises to break new ground in the fields of cross-cultural and comparative studies in education, and provide information about citizenship education in Chinese societies. In addition, the study will provide a significant basis for policy makers in developing directions for citizenship education, and for broadening the profiles of comparative studies in education and culture.

A project team centred in the Department of Educational Psychology, Counselling and Learning Needs was engaged in the development of performance indicators for primary and secondary students in the affective and social domains. A number of familiarisation and training sessions were held with over 300 participants from local primary and secondary schools attending.

The School's Centre for Special Needs and Studies in Inclusive Education conducts local applied research in integration so that Hong Kong does not have to rely on borrowed data from other countries to inform our practices. The Centre conducts case studies on schools integrating children with disabilities and examines the policy and practice of special education in Hong Kong. This research aims to review the journey schools would need to travel in integrating children with disabilities. The Centre has undertaken a research and consultancy project, commissioned by the Education Department, to demonstrate how collaborative teaching between ordinary teachers and teachers with particular expertise in special needs can support integration. Other projects currently in progress include two QEF

創藝與科技學院

創藝與科技學院及其所屬學系與中心，參與了內容廣泛的研究活動。該學院又成立了一所科技創意中心，為術科方面的應用研究工作，締造一個充滿動力的環境。

以下介紹四個分別由創藝與科技學院屬下四學系領導的項目，正好說明該學院的研究活動特色。藝術系的同事進行了一個名為「社區為本的藝術教學活動」的研究，將學習創意藝術的經驗，帶出課室，讓學生領會藝術如何與日常社會和文化經歷互相結合。這項研究正好配合教育改革的倡議，響應全人教育。此外，資訊與應用科技系獲得優質教育基金資助，運用互聯網技術，設計一套供教學使用的「電腦輔助設計」和「電腦輔助製作」系統，希望革新本港學校目前採用的設計和科技課程。體育與運動科學系現正鑽研如何為本校發展一套全面學習教授體育的手法。至於數學系的教職員，則致力研究如何將適切的資訊科技融入數學課程內。

幼兒教育學院

幼兒教育學院的研究工作，一般集中於幼兒的發展和學習、幼兒課程及幼師培訓幾方面。為了替研究和學術活動提供重心，該院於二零零零年十一月成立幼兒研究與發展中心，任務是倡導研究和優質服務，以輔助幼兒教學的專業發展，並帶動社區參與。該中心在二零零零至零一年度成功獲得優質教育基金撥款二百四十萬元，用以開創一套自我評核和自我增進的模式，協助學前教育團體發展優質教學。此外，該學院又致力多項其他的研究和學術工作：包括研究在配備利於認字的道具的學習環境下，如何通過遊戲方式，加強幼兒的認字能力；又研究教導學前兒童學習漢字的最佳方法。其餘兩

個主要研究項目還包括探討學前兒童學習數學的情況，及探索學童早習漢字與其在小學階段的閱讀表現的關係。幼兒教育學院在替本港幼師開拓另類幼兒教學法方面，擔當領導角色，並積極製作多媒體幼兒教學素材。

教育基礎學院

教育基礎學院主要着眼個別的實質經驗研究工作。二零零零至零一年度，該院分別從優質教育基金及融合教育支援小組方面取得共七項研究計劃的經費，研究範圍包括如何激發學生的表現和創意、科學教育、專業支援及融合教育等。該學院又與本港學校建立直接夥伴關係，例如支援六所學校內的新來港學童和發展公民教育教材。

教育基礎學院研究工作實例之一是開展一項名為「華人社會公民教育的內部文化比較研究：香港特別行政區、中國、台灣及新加坡」的學術研究。這項研究計劃由教資會撥款資助，在跨文化和比較教育研究方面造成新的突破，更提供有關華人社會公民教育的資料。此外，該研究計劃除了能為教育決策者在訂立公民教育方向時提供重要根據外，又可擴闊教育和文化方面的比較研究。

一個以教育心理、輔導與學習支援系為基地的項目小組，研究如何設定一套指標以量度中、小學生在感情和社交方面的表現，並為此舉行了多次熟習班和培訓班，共三百多名本地中、小學代表參加。

教育基礎學院屬下的特殊學習需要與融合教育中心，在本港進行有關融合教育的應用研究，這樣，在需要應用有關的資料和數據以助推行融合教育時，便可以不假外求。該中心在接納殘障學童的學校



▲ A group of children visiting our campus pictured with Professor Ruth Hayhoe, HKIEd Director (third left), HKIEd Director and staff from the Centre for Special Needs & Studies in Inclusive Education

一群參觀本校的兒童與校長許美德教授（左三）及特殊學習需要與融合教育中心的員工合照



projects for developing a teaching package for dyslexia and supporting teachers in using IT in special education as well as a UGC-funded project, *Equity, Excellence and Efficiency* on the policy and provision of special education in Hong Kong.

Over the last three years, the Centre for Citizenship Education has developed a regional network for research in citizenship education with funding from the Japan Foundation Asia Centre. This network, the Asia-Pacific Consortium for Citizenship Education in the Schools (ACCES) includes representatives from seven countries in the region plus Hong Kong. The Centre also completed the second year of a three-year research and exchange programme on values, civic and environmental education funded by the United States Information Agency.

School of Languages in Education

Language use and development is a perennial concern in Hong Kong where many people know or are learning three languages and dialects: Chinese (Cantonese and Putonghua) and English. The School of Languages in Education and its associated Departments and Centres conduct much valuable research on language in the classroom environment. For instance, the School itself received \$483,000 in 2000-01 from the Competitive Earmarked Research Grant of the Research Grants Council to study Chinese textbooks for beginning students. This project was successfully bid in June 2001 and will commence in November 2001. It aims to compile a comprehensive collection of *Mengshu* (books for beginners) and an annotated bibliography of the collection, to investigate the pedagogy advocated in these works and to map out the historical development of the Chinese attitude towards education for beginners.

The Department of Chinese in collaboration with the School's Putonghua Training and Testing Centre is involved in a QEF project on the feasibility of using Putonghua as a medium of instruction. This two-year HK\$1 million QEF project was launched in June 2000 and aims to investigate the feasibility of using Putonghua as the medium of instruction for the subject of Chinese Language in primary and junior secondary schools in Hong Kong, and to propose a relevant curriculum design. The project will have significant implications on policy, and is expected to exert a critical influence on Chinese teaching and learning in Hong Kong.

The Department of English has been active in research during the past year. Projects have included an exploration of the effectiveness of a short-term overseas English language immersion programme for BEd students, the establishment of competency-based quality assurance mechanisms for English, a study of the professional growth of pre-trained teachers, a graduate survey of the level of satisfaction and expectation of graduates of in-service courses and enhancement programmes, and a study of the impact of strategy training on group discussion in the ESL classroom.

The Centre for Language in Education (CLE) completed an evaluation of the Native Speaking English Teacher (NET) scheme in June 2001 on behalf of the Government. The project, involving staff of CLE working in collaboration with staff of the Department of English, made recommendations on the most effective ways of using NETs and on teaching and learning English in local schools. In the same month, the Centre also completed a survey of Institute staff and students on the most appropriate medium of instruction for Institute programmes. The results will be used to help inform policy on the issue.

FUNDING AND OTHER SUPPORT

The Institute puts a premium on quality in its research programmes and, through its Research Committee, oversees research policy and administers research grants. The Committee assesses each application according to its significance, academic rigour and relevance. Twenty-two of the 32 applications for the Internal Research Grant in 2000-01 were approved and collectively received \$2 million in funding. Another \$350,000 was assigned as seed money to Schools, CLE and Departments for pilot studies. The Committee also monitors the progress and outcome of all research projects as part of its quality assurance arrangements.

External research grants are also pursued by staff and CRIC provides technical and consultancy advice to staff on developing and improving their proposals. In 2000-01, 12 project teams received a total of \$26.26 million from the QEF; one team received \$1.2 million from the Competitive Earmarked Research Grant of the Research Grants Council; three teams received a total of \$1.74 million from the Interface Projects 2000 of the UGC; and one team received \$400,000 from the Support Group on Integrated Education. In addition, three teams received a total of \$1.99 million from the Agriculture, Fisheries and Conservation Department and the Education Department for commissioned projects.

Information on major external funding awards received by HKIEd staff, as well as other updates on educational issues, research and events, are disseminated to all staff by CRIC. In February 2001, CRIC launched the Research Information Alert System to help academic staff systematically source and manage research information.

Special Interest Groups are supported by CRIC to focus on specific issues. One of these is children's literature and in April 2001 a conference on the subject was held, attended by more than 270 principals, teachers and parents. There are also Special Interest Groups on school-based teacher education / staff development, civic / moral / sex education, music education research, learner autonomy, and exercise and sport psychology.

SHARING RESEARCH RESULTS

The Institute supports several channels for staff to share the results of their research with local and international education communities, these include publications, workshops and seminars.

內進行個案研究，探索香港特殊教育方面的政策與施行。研究的目的是要檢討學校在融合殘障學童方面，還須付出多少努力。此外，該中心又受教育署委託進行一顧問研究項目，探討普通教師和曾受特殊教育訓練的教師，可以如何互相配合，以支援融合教育。其餘正在進行的項目包括兩個由優質教育基金資助的研究計劃：其一是開發一套專為有讀寫障礙學生而設的教材；其二是研究如何支援負責特殊教育的教師，協助他們善用資訊科技。此外，該中心又得到教資會撥款，以「平等、卓越和效率」為題，探討本港特殊教育的政策和設施。

過去三年，公民教育中心獲得日本國際交流基金會亞洲中心資助，建立了一個專門研究區內公民教育的網絡，名為「亞太學校公民教育組織網絡」。區內七個國家及香港均派代表參加。該中心又參與了一項為期三年的研究及交換計劃，探討價值教育、公民素養教育和環境教育。該計劃獲美國新聞署資助，去年已完成第二年的工作。

語文教育學院

香港市民主要認識和學習兩文三語：即中文（廣東話和普通話）和英語，語文的運用和發展自然成為本港長期關注的課題。有見及此，語文教育學院及其所屬學系和中心，進行了甚具價值的教室語文環境研究活動。以學院本身為例，即在二零零零至零一年度獲得教資會研究資助局的競逐撥款四十八萬三千元，專門研究中國歷代啟蒙教育所用的課本。學院在二零零一年六月成功競逐該研究項目，並將於二零零一年十一月展開工作，目標是編纂一套附有註解和索引的蒙書大全，探索這些啟蒙書籍所提出的教學法，從而研究歷代中國人對啟蒙教育看法的演變。

中文系與普通話培訓測試中心一同參與了由優質教育基金資助的研究項目，探討採用普通話作為教學語言的可行性。這個為期兩年、耗資港幣一百萬元的研究計劃，在二零零零年六月展開，目的是探索本港在小學及初中階段採用普通話作為中文科教學語言的可行性，並就有關課程內容的設計，提出建議。這項研究與本港的教育政策息息相關，並可能會對本港的中文科教學帶來關鍵影響。

英文系去年積極從事研究工作，項目包括探討短期海外英語沉浸課程對教育學士課程學生的效益，研究如何替學習英語設立一套以能力為本的質素保證機制，探索受訓前教師的專業發展，調查在職師訓課程畢業生和修畢增潤課程的學生的滿意程度和期望，及研究在以英語作為第二語言的教室內，採用小組討論這種策略訓練的成效。

二零零一年六月，語文教育中心替特區政府完成了「以英語為母語的英語教師的計劃」的評核。語文教育中心與英文系的教職員攜手合作，建議如何善用以英語為母語的英語教師，推動本地學校的英語教學。同月，該中心亦完成一份以本校教職員和學生為調查對象的報告，探討課程應該採用何種語言教學方為適合；調查結果將有助釐定有關教學語言的政策。

研究經費與其他支援

本校十分重視校內各研究項目的質素，並透過研究委員會監督研究政策及管理研究經費，就每項申請的研究意義、學術性和相關性作出評

核。二零零零至零一年度內，校內研究撥款的三十二份申請書中，二十二份獲得批准，獲約共二百萬元。另外又撥三十五萬元作種子基金，供各學院、學系及語文教育中心作試驗研究之用。研究委員會亦監察所有研究項目的進度和研究結果，作為質素保證工作的一部分。

教職員也向外界申撥研究經費，研究及國際合作中心則提供技術和諮詢服務，協助申請人擬備和改良研究建議書。二零零零至零一年度，十二個研究小組獲優質教育基金撥款共二千六百二十六萬元；一組從研究資助局管轄的競逐研究撥款中獲取一百二十萬元；三組從教資會的二千年度大專與學校銜接項目撥款中取得共一百七十四萬元；另一組則從融合教育支援小組方面獲得四十萬元的經費。此外，本校更有三隊研究小組從漁農自然護理署及教育署取獲得一百九十九萬元的撥款，承擔數個特別專題的研究工作。

研究及國際合作中心經常把教職員獲取外界重要研究經費的消息，及有關教育方面的課題、研究工作與活動的最新訊息，發放予全體教職員。二零零一年二月，該中心設立了一個「最新研究資訊輯覽系統」，協助教學人員有系統地搜集和處理研究資訊。

專題研究小組由研究及國際合作中心支持成立，集中研究特設課題，研究兒童文學即為一例。二零零一年四月，有關研究小組召開了一個以兒童文學為專題的研討會，與會者逾二百七十人，包括學校校長、教師及家長。其他的專題研究小組亦進行有關以學校為本的師資／員工培訓方面的研究；也有探討公民教育、德育、性教育、音樂教育研究、學習自主及運動與運動心理學等範疇。

分享研究結果

本校支持教職員通過多種渠道，與本地及國際教育界交流研究成果。這些渠道包括發表論著，舉辦工作坊和研討會等。

刊物

本校出版數份刊物，供教職員發表研究結果。《亞太教師教育及發展學報》是一份國際性的半年刊，由研究及國際合作中心負責出版，主要報道有關教師教育、教職員培訓與教學方面的理論發展、實證研究、政策制訂及實務改進。研究及國際合作中心又出版《二零零零年教職員研究與學術概覽》，詳列所有教職員在一九九九至二零零零年度的著作、研究項目、研究興趣及教學專長。該中心與荷蘭的Kluwer Academic Publishers合作出版《未來的新教師教育—國際觀點》；又在二零零零年十月出版《香港學校課程研究與發展文獻專集》，這本專集由五十九位教學人員合力編撰，是一本重要的參考資料手冊。

各學院、學系及中心均出版多種學術著作，在符合國際編審標準的學術期刊、書籍、專刊及書章上發表論著的數量更大為增加，顯示出教學人員在迎向大學水平工作的要求方面積極進展。教學人員尤其踴躍於從事與教學有關的學術研究和發展工作；這包括詮釋教學法、製作有關的教師指引及為個別學校編製學校教學素材；而在製作多媒體和印刷教材方面，也有明顯增長。

Publications

The Institute produces several publications for staff and international scholars to publish their research findings. The *Asia-Pacific Journal of Teacher Education and Development* is an international journal published twice a year by CRIC for the Institute. It is dedicated to theory development, empirical research, policy formulation and practical improvement in teacher education, staff development and teaching. CRIC prepared the *Staff Research and Scholarship Profile 2000*, which contains information about publications, research projects, research interests and the teaching specialities of all academic staff at the Institute in 1999-2000. CRIC also collaborated with Kluwer Academic Publishers of the Netherlands to publish *New Teacher Education for the Future - International Perspectives* and in October published *Research and Development in the School Curriculum of Hong Kong: An Annotated Bibliography*. Fifty-nine academic staff from the Institute contributed to this important reference handbook.

Many scholarly publications were produced by the various Schools, Departments and Centres of the Institute. These include a significant increase in the number of internationally refereed publications in academic journals, scholarly books, monographs and book chapters which represent a healthy development among Institute staff in meeting the expectations of university-level work. Staff were especially active in research and development outputs relating to the scholarship of teaching. These include expositions on teaching approaches and guidelines for teachers in implementing them as well as teaching and learning materials for the school context. There is a growing output of multi-media materials as well as materials in print form.

Staff of the School of Foundations in Education were active in this area and most notable was the publication of a book series by Longman. The pioneer book in the series was entitled *The Sheer Joy of Learning and Teaching*. Staff of the Department of Science also launched the *Asia-Pacific Forum on Science Learning and Teaching*, an online periodical dedicated to the learning and teaching of science subjects in schools. The founding issue was launched in July 2000 and promoted to all Science or Science-related teachers in over 1,300 secondary and primary schools in Hong Kong. The website of the periodical includes multimedia resources available free of charge to all school teachers for educational purposes.

Staff of the School of Early Childhood Education were supported by Institute funds in designing and producing a wide range of teaching and learning materials on CD-ROM and video and in book form. The School has also established a new journal, the *Journal of Early Childhood*.

The School of Languages in Education and its Departments and Centres produce a range of language related publications. The *Asia Pacific Journal of Language in Education (APJLE)* is an international journal published twice a year by the Centre for Language in Education of the School. This bilingual publication aims to promote excellence in language teaching and learning. To complement *APJLE*, the School has entered into partnership with the Chinese University of Hong Kong as co-editors of the *Chinese Language Bulletin*, a channel for the publication of pedagogically oriented research output. The CLE obtained funding support from the Institute to publish Putonghua self-learning materials, and in the reporting year, two books in the series were published.

Apart from research papers, books and compositions, staff of the School of Creative Arts, Sciences and Technology published a number of publications in the 2000-01 academic year on art, music and physical education, in the form of books and CD-ROMs.

Workshops and Seminars

CRIC organised 50 seminars and workshops in 2000-01 attended by 1,600 participants. These covered such topics as teacher development and education reform in Hong Kong, school leadership, the role of extracurricular activities masters, creativity, active learning and inquiry learning. Experts from Canada and Britain were invited to share information about their education systems. The Centre also produced CD-ROMs, activity profiles, video tapes and online materials relating to research. Individual Schools and Departments also hold regular workshops and seminars to disseminate research results and share findings with colleagues from the local education community.

The School of Early Childhood Education organised a wide range of activities, public lectures and seminars for the early childhood education profession which included lectures by visiting scholars and a full-scale international conference (see the Global Network chapter below).

The School of Foundations in Education and its Departments organised a series of events relating to comparative education, science education and curriculum reform.

The School of Creative Arts, Sciences and Technology and its Departments organised seminars and workshops relating to technology education and the teaching of dance.

The School of Languages in Education and its Departments provided academic sharing activities relating to the teaching and learning of Chinese and English and curriculum reform. Its staff also provided a comprehensive series of workshops for the school sector on various aspects of the teaching and learning of English, Putonghua and Chinese.

教育基礎學院在出版方面甚為活躍，其中包括由朗文出版社出版的教育基礎叢書第一卷《學與教的喜悅》。科學系的教職員更創辦了《亞太科學教學論壇》，這是一份專為科學教學而設的網上學報，創刊號於二零零零年七月在網上發放，向本港逾一千三百間中、小學的科學和相關學科的教師推介。網站內還附有多媒體教材，免費供全港學校教師下載作教學之用。

幼兒教育學院的教職員獲本校撥款資助，把各式各樣的教材，設計及製作成唯讀光碟、錄像帶及書籍。該學院又出版了一份有關幼兒教育的學報。

語文教育學院及其屬下的學系和中心，出版了多種與語文有關的刊物。《亞太語文教育學報》是一份國際性的雙語半年刊，由語文教育學院負責出版，以提倡優質語文教育為宗旨。該學院又與香港中文大學聯合編輯《中國語文學報》，作為發表教學法研究結果的渠道。此外，該學院又獲得撥款，出版普通話自學教材系列，在年中印製了兩套書籍。

除了發表研究論文、撰書及寫作論文外，創藝與科技學院的教職員在二零零零至零一年內，以書籍或唯讀光碟的形式，完成了多種製作，主題遍及美術、音樂及體育各方面。

工作坊與研討會

研究及國際合作中心在二零零零至零一年內共舉辦了五十個研討會和工作坊，出席人數達一千六百名。探討的主題包括本港的師資培訓與教育改革、學校領導、課外活動主任的角色及創意、主動和探索學習等，並邀得來自加拿大和英國的專家，與在場人士分享彼邦學制的資訊。此外，該中心又自行製作與研究計劃有關的唯讀光碟、活動概覽、錄像帶及網上資料。另外，個別學院和學系亦定期舉辦工作坊及研討會，將其研究結果公諸本地教育界同業。

幼兒教育學院以幼兒教育為題，安排了多樣形式的活動，又舉辦公開講座和研討會，其中包括邀請訪問學者講學及主辦一項大型的國際會議（詳見〈全球網絡〉一章）。

教育基礎學院及其屬下學系，就比較教育、科學教育及課程改革等議題，舉辦了一系列的活動。

創藝與科技學院及屬下的學系則舉辦與科技和舞蹈教育有關的研討會和工作坊。

語文教育學院及其屬下學系就中、英語文教學和課程改革等論題，安排多次學術分享活動，又為本港學界連續籌辦多個工作坊，全面探討英語、普通話和中國語文教學方面的各種問題。

Institute publications
香港教育學院出版的刊物

