

Conference Schedule

Language Key	
[C]	Cantonese
[E]	English
[P]	Putonghua

Conference Schedule
14 December 2007 (Friday)

Time	Event	
8:15 – 8:45	Registration	<i>D1-LP-02</i>
8:45 – 9:15	Opening of COIL2007 Conference Prof. LEE Wing-on Acting President, The Hong Kong Institute of Education	<i>D1-LP-02</i>
9:15 – 10:00	Keynote Speech I – Multiple Models of Integrated Learning: Conception, Innovation, and Effectiveness [E] Prof. CHENG Yin-cheong The Hong Kong Institute of Education	<i>D1-LP-02</i>
10:00 – 10:45	Keynote Speech II - Strategizing for Holistic Education [E] Prof. CHAN Choi-lai The Hong Kong Baptist University	<i>D1-LP-02</i>
10:45 – 11:00	Tea Break	<i>D1-LP-02</i>
11:00 – 12:00	Breakout Session 1	
12:10 – 13:10	Breakout Session 2	
13:10 – 14:30	Lunch	
14:30 – 15:15	Keynote Speech III - 綜合活動學域之實施問題及其因應 [P] Prof. HWANG Jenq-jye Mingdao University	<i>D1-LP-02</i>
15:30 – 16:30	Breakout Session 3	<i>D3-G/F-03</i> 通識教育中科學、科技與環境的主要概念分析工作坊 [C] 江雪儀、李揚津、鄭美紅及楊友源 香港教育學院
16:30 – 16:45	Tea Break	
16:45 – 17:45	Breakout Sessions 4	

Conference Schedule
15 December 2007 (Saturday)

Time	Event	
8:45 – 9:15	Registration	<i>D1-LP-02</i>
9:15 – 10:00	Keynote Speech IV - Inquiry-based Science Teaching Promoted by New National Curriculum in China: A Platform for Bridging the Gaps [P] Prof. LUO Xing-kai Guangxi Normal University	<i>D1-LP-02</i>
10:00 – 10:45	Keynote Speech V - Opening Minds: Meeting the Challenges in Integrated Studies [E] Prof. STIMPSON Philip Visiting Scholar, The Hong Kong Institute of Education	<i>D1-LP-02</i>
10:45 – 11:00	Tea Break	<i>D1-LP-02</i>
11:00 – 12:00	Breakout Session 5	
12:10 – 13:10	Breakout Session 6	
13:10 – 14:30	Lunch	
14:30 – 15:15	Keynote Speech VI - Relations between Different Factors in General Practical Activities [E] Prof. GAO Ling-biao South China Normal University	<i>D1-LP-02</i>
15:30 – 16:30	Breakout Session 7	

Breakout Session 1
14 December 2007 (Friday)

Session	Time	Speaker & Presentation Topic	Venue
I	11:00 11:30	布森祖 (香港教育學院) [C] 議題為本的通識教育：設計與實踐問題初探	D2-LP-04
	11:30 12:00	羅天佑 (香港教育學院) [C] 發展通識教育課程：問題與視角	
II	11:00 11:30	Yupha Kumpha Wimol Sumranwanich Chokchai Yuenyong (Khon Kaen University) [E] Mathayom Suksa II Students' Learning Achievement and Scientific Creative Thinking through Science Teaching based on Inquiry Cycle	D2-LP-17
	11:30 12:00	Prayat Posri Kongsak Thathong Chokchai Yuenyong (Khon Kaen University) [E] Grade 6 Student's Scientific Achievement and Decision Making Ability Based on Science, Technology and Society (STS) Approach	
III	11:00 11:30	Leung Wing-kin (Po Leung Kuk Laws Foundation College) [C] Action Research: Leading an Advanced-level Research-based Learning Activity - The Processes and Skills Involved	D2-LP-02
	11:30 12:00	洪松勳 (天主教普照中學) [C] 知識的可知性：通識教育科作為知識與人類的趣味取向	
IV	11:00 11:30	彭新強 梁麗眉 (香港中文大學) [C] 如何從專題研習中學習及運用元認知	D2-LP-03
	11:30 12:00	Ng Tat-ming Simon (The University of Hong Kong) [E] Not Leaving Law to the Lawyers: What Can Law-related Education Mean in Schools?	
V	11:00 11:30	鄭慕賢 鄭雅儀 (香港教育學院) [C] 在跨學科課程中學習系統概念及系統思維	D2-LP-07
	11:30 12:00	黃余麗華 (香港教育學院) [C] 在常識科推行校本課程	
VI	11:00 11:30	Lip Chi-hong Paul (Caritas Institute for Further & Adult Education) [E] Investigating the Language Learning Beliefs of Postsecondary Students towards the Use of Computer-Mediated Communication in the Classroom	D2-LP-14

Breakout Session 2
14 December 2007 (Friday)

Session	Time	Speaker & Presentation Topic	Venue
I	12:10 12:40	楊友源 鄭美紅 (香港教育學院) [C] 香港初中學生的科學學習情意觀：國際「科學教育的相關性」研究的初步發現	D2-LP-04
	12:40 13:10	秦麗花 許靜雯 林璣萍 謝依倫 苑靈杉 (高雄市內惟國小) [P] 「服務學習」課程在國小源班實施之研究	
II	12:10 12:40	郭炳偉 (香港教育學院) [C] 科技史在科學教學的應用	D2-LP-17
	12:40 13:10	梁偉傑 (鄧鏡波學校) [C] 十年回歸 – 國民教育何去何從 ?	
III	12:10 12:40	Millie Seto-tay (St Paul's Co-Educational College) [E] Teaching Liberal Studies in English - From Curriculum to Classroom and Beyond	D2-LP-02
	12:40 13:10	John F. Babson (The Hong Kong Polytechnic University) [E] An Introduction to 'Ecolate' Thinking by way of Systems Modeling on a Personal Computer	
IV	12:10 12:40	Chen Sufen (National Taiwan University of Science and Technology) [P] A Comparison of Teachers' Formal and Practical Epistemologies	D2-LP-03
	12:40 13:10	鄭美紅 張麗雯 鍾世澤 (香港教育學院、文理書院(香港)及陳樹渠紀念中學) [C] 初中跨學科專題研習之設計與實行	
V (Workshop)	12:10 13:10	鄧敏華 關寶珊 (浸信會天虹小學) [C] 小小生態探險家 — 小學常識科 (人與環境範疇)	D2-LP-07

Breakout Session 3
14 December 2007 (Friday)

Session	Time	Speaker & Presentation Topic	Venue
I	15:30 16:00	Anjali A. Hazari Beverly Webster (The University of Hong Kong) [E] Employing an English Language Learning Environment Survey (ELLES) to inform Changes in Teaching Practices to improve the Learning of Science for English as Second Language Learners	D2-LP-04
	16:00 16:30	John F. Babson (The Hong Kong Polytechnic University) [E] 'Ecolate' Thinking as the Missing Link in Integrating 21 st Century Education –The Case and Opportunity for a Paradigm Shift in Hong Kong	
II	15:30 16:00	Napapan Aemsamang Wancharee Mungsing Chokchai Yuenyong (Khon Kaen University) [E] The Outcomes of Teaching and Learning about Humostatics through the BSCS 5E Instructional Model	D2-LP-17
	16:00 16:30	Chokchai Yuenyong (Khon Kaen University) [E] Students' Decision Making about Energy Issues through Teaching and Learning based on Science, Technology and Society (STS) Approach	
III	15:30 16:00	Hau Sze-man Violet Chung Yuk-ming Phyllis Tsui Bik-yin Yolande (CCC WanChai Church Kei To Primary School) [C] Experience Practice: School-based Cross Curriculum Development	D2-LP-02
	16:00 16:30	蔣永貴 楊建宋 (杭州師範大學) [P] 究竟什麼是‘真’科學探究	
IV	15:30 16:00	Cheng Pui-wah Doris Wu Rosalind Jane Leung Chi-keung Eddie Man Yiu-kwong (The Hong Kong Institute of Education) [C] Conception of Pre-Service Teachers' Development of Integrative Ability	D2-LP-03
	16:00 16:30	黃余麗華 (香港教育學院) [C] 在常識科課堂推行促進學習的評估	
V (Workshop)	15:30 16:30	陳淑英 黃雅詩 梁敏兒 李詠詩 (宣道會台山陳元喜小學) [C] 從跨科協作，看能力課程之實踐	D2-LP-12

Breakout Session 4
14 December 2007 (Friday)

Session	Time	Speaker & Presentation Topic	Venue
I	16:45 17:15	莊璟珉 (香港教育學院) [C] 「對話」探究 (Dialogic inquiry) : 專題研習的研習工具	D2-LP-04
	17:15 17:45	林從敏 (香港教育學院) [C] 透過實地考察學習來提昇學生的探究技能	
II	16:45 17:15	梁偉傑 (鄧鏡波學校) [C] 「『活化』歷史教學 - 突破學生思維空間」 - 中國歷史科教學法分享	D2-LP-17
	17:15 17:45	黃連鳳 (樂善堂梁植偉紀念中學) [C] 「情意、技能、興趣」相融的中國歷史教學實踐	
III (Workshop)	16:45 17:45	阮潔英 (浸信會天虹小學) [C] 自然體驗教育	D2-LP-02
IV (Workshop)	16:45 17:45	梁健儀 (馬錦明慈善基金馬可賓紀念中學) [C] 物理教學實踐 - 課堂活動篇	D2-LP-03
V	16:45 17:15	Caroline Wong Kellie Lam (HKMA David Li Kwok Po College) [C] Becoming Active Learners in Liberal Studies Lessons	D2-LP-12

Breakout Session 5
15 December 2007 (Saturday)

Session	Time	Speaker & Presentation Topic	Venue
I	11:00 11:30	Sam Chu Ken Chow Ying-fu Yim Josephine Chow Nicole Ha Hon-fai Fung (The University of Hong Kong & Canossa Primary School) [E] Primary Four Students' Development of Writing Ability through Inquiry-based Learning Projects	D2-LP-02
	11:30 12:00	Chow Chi-kin Ken Chu Kai-wah Sam Ng Shuk-han Fong Chi-sum James Kwan Wing-yan Leung Ah-tat Albert (Canossa Primary School & The University of Hong Kong) [E] Wisenevs Database for Primary 4 Inquiry-based Learning Projects?	
II	11:00 11:30	楊秋菊 (張震興伉儷書院) [C] 解中學通識教育科的兩難局面	D2-LP-03
	11:30 12:00	黃家樑 (恩主教書院) [C] 通識課堂教學的理想與誤區	
III	11:00 11:30	Dr. Wei Bing (University of Macau) [E] In Search of Meaningful Integration: The Experiences of Developing Integrated Science Curriculum in Junior Secondary Schools in China	D2-LP-04
	11:30 12:00	蘇詠梅 (香港教育學院) [C] 在科學探究中運用合作學習：發展科學思維及技能	
IV (Workshop)	11:00 12:00	吳木嘉 蔡慶苓 (香港教育局及天水圍循道衛理小學) [C] 在小學常識科推行綜合學習 - 實踐經驗的分享	D2-LP-18
V (Workshop)	11:00 12:00	袁淑筠 劉政江 程安裕 蔡小薇 黃舒楣 (馬鞍山聖若瑟中學) [C] 初中課程如何裝備新高中人文學科及通識教育科課程	D3-LP-02

Breakout Session 6
15 December 2007 (Saturday)

Session	Time	Speaker & Presentation Topic	Venue
I	12:10 12:40	Sam Chu Ken Chow W. Y. Luk Kam Cheung David K. N. Sit (The University of Hong Kong & Canossa Primary School) [E] Development of Primary Four Students' Information Literacy and Information Technology Skills	D2-LP-02
	12:40 13:10	Pennee Kantavong Narot Wallapha Ariratana Unchalee Sanrattana Suwaree Sivabeadya (Khon Kaen University) [E] Instructional Approaches for Enhancing Competency of Autistic, Attention Deficit Hyperactivity Disorder and Learning Disability Groups	
II	12:10 12:40	鄭美紅 (香港教育學院) [C] 協助學生訂立獨立專題探究的主題：問題為本學習及經驗學習在通識教育課程中的應用	D2-LP-03
	12:40 13:10	Tso Siu-man (St. Stephen's College) [C] Science Exploration and Daily Life Experience	
III	12:10 12:40	江紹祥 (香港教育學院) [C] 培育資訊素養的資訊科技教育：與生活結合的綜合學習模式	D2-LP-04
	12:40 13:10	Christina Lo Sam Chu (The Hong Kong University of Science and Technology & University of Hong Kong) [E] A Tale of Two Wikis: TWiki and Wikibooks	
IV	Cancelled		
V (Workshop)	12:10 13:10	Wong Chi-kin Ng Chu-yan Chan Wah-lin (Education Bureau, The Hong Kong SAR Government) [C] Socio-scientific Issues in Liberal Studies Classroom	D3-LP-02
VI (Workshop)	12:10 13:10	梁迪偉 黃琳 雲毅廷 鄭詠雯 蔡慶苓 (天水圍循道衛理小學) [C] 跨學科課程分享	D3-LP-15

Breakout Session 7
15 December 2007 (Saturday)

Session	Time	Speaker & Presentation Topic	Venue
I	15:30 16:00	吳晶晶 (文理書院(香港)) [C] 初中課程統整之經驗分享	D2-LP-02
	16:00 16:30	李揚津 (香港教育學院) [C] 知識、批判思維與價值的綜合：通識科的挑戰	
II	15:30 16:00	Lip Chi-hong Paul (Caritas Institute for Further & Adult Education) [E] Helping Technophobic Teachers Ease the Burden with Easy-To-Use Online Quizzes	D3-LP-15
	16:00 16:30	Lip Chi-hong Paul (Caritas Institute for Further & Adult Education) [E] Helping Technophobic Teachers Evaluate the Learning and Teaching in the Classroom with Easy-To-Use Online Surveys	
III	15:30 16:00	伍美莊 馮偉明 陳翠容 (大埔崇德黃建常紀念學校) [C] 如何透過小學常識科的「健康與生活」範疇衍生個人、社會及人文教育的學習領域	D2-LP-04
	16:00 16:30	楊友源 (香港教育學院) [C] 如何把中國文化的元素有效地融入與科學相關的課程中：綱要與範例	
IV (Workshop)	15:30 16:30	陳慧群 陳志松 (大埔舊墟公立學校) [C] 科學探究	D2-LP-18
V (Workshop)	15:30 16:30	張潔盈 (香港教育劇場論壇) [C] 科學化的「戲劇探究」教學方法於常識/通識及綜合人文科的實踐	D3-LP-02

Keynote Speech Abstracts

**Multiple Models of Integrated Learning:
Conception, Innovation, and Effectiveness**
(in English)

Prof. CHENG Yin-cheong
The Hong Kong Institute of Education

In response to the paradigm shifts in ongoing educational reforms in different parts of the world, there is a strong movement of curriculum change towards integrated learning. In general, people believe that integrated learning can create a wide range of learning opportunities and possibilities to facilitate development of students' high-level competence, thinking ability, and multiple perspectives in a more sustainable and holistic way. But, in practice there are also problems of misconception, mismatch between aims and means, misuse of integrated learning in curriculum reforms and classroom teaching and learning. All these result in not only ineffectiveness of learning and wasting time and effort of students but also creating burdens and chaos to teachers, parents and schools.

How integrated learning should be re-conceptualized, re-designed and implemented to facilitate paradigm shift and innovation in learning and create opportunities for maximizing learning effectiveness is a crucial issue in both theory and practice. The keynote speech aims to address this issue and propose a typology of multiple models of integrated learning to analyze the conceptions, aims, approaches, processes, outcomes, effectiveness and limitations of various types of integrated learning ranging from integrated subject learning to enquiry-based learning.

Depending on the nature of integration in learning, there are four basic models of integrated learning including *method integration*, *subject integration*, *context integration*, and *cognition/competence integration*. Each model has its own characteristics, strengths and weaknesses in conceptualization and application. There are also second-order models of integrated learning in terms of a combination of two or above basic models in curriculum design.

This typology of multiple models provides a new theoretical framework to re-conceptualize research, innovation and new practice of integrated learning in different learning contexts or subject areas. Its implications are completely different from the traditional thinking.

Strategizing for Holistic Education*(in English)***Prof. CHAN Choi-lai Stephen***Hong Kong Baptist University*

In education, the development of the whole-person, rather than the mere acquisition of bits and pieces of techniques and knowledge, has come to occupy a more and more central position. With concrete examples drawn mostly from the speaker's educational endeavours, the major desired characteristics of holistic teaching and learning, such as (1) interdisciplinarity in the active sense, (2) connectedness with society at large, (3) inter-connections with the students' life experience and aspirations and, last but not least, (4) the spirit of venturing into the unknown, will be discussed in depth, especially as to how these can be achieved in practice. To move towards this, the cultivation of a 'space' for intrinsically motivated learning on the part of the learner is of critical importance. An attempt will be made to explore how, against all odds, this may be achieved.

綜合活動學域之實施問題及其因應*(in Putonghua)***Prof. HWANG Jenq-jye***Mingdao University*

台灣自 2001 年實施九年一貫課程以來，便以七大學習領域整合以往國中國小課程之中的許多教學科目。其中，綜合活動整合了輔導活動，團體活動，童軍活動和家政活動等，成爲一個新的學習領域。綜合活動實施以來和新課程的其它科目一樣，出現了不少問題，影響其實施成效的落實。本文以既有的研究文獻爲主分析學者專家和實務人員所提出的問題，剖析問題的成因和解決途徑。最後並針對綜合學習領域的實施模式加以檢討，提出可行的幾個變通模式以供學校參考。

**Inquiry-based Science Teaching Promoted by
New National Curriculum in China: A Platform for Bridging the Gaps**
(in Putonghua)

Prof. LUO Xing-kai
Guangxi Normal University

Inquiry-based science teaching at school levels driven by the new national curriculum in China has been widely recognized as a big challenge to most practicing school science teachers who have not been taught in such a way in their own school years. High quality professional support becomes a key factor for the effectiveness and sustainable development of the reform. Such demand motivated the authors to focus their research attention onto the practicing science classrooms in implementing the new national curriculum. This talk presents a systematic effort in this respect. It includes classroom visits and consequently discovering some interesting and curiosity-provoking specific students' interpretation and understanding; further investigation on the students understanding from a perspective of students' cognitive development to pursue a more reasonable, solid, and research-based explanation on it; developing and implementing innovative way and resource for training pre-and-in-service school teachers based on the research findings. Insights see the promise to closing the gaps between research and classroom practices.

Opening Minds: Meeting the Challenges in Integrated Studies*(in English)***Prof. STIMPSON Philip***Visiting Scholar, The Hong Kong Institute of Education*

Critical thinking is implicit in most, if not all, school curricula. In Hong Kong, it is explicit in the Integrated Humanities curriculum and, one can argue, central to Liberal Studies. Critical thinking is what makes Liberal Studies liberal. Many teachers, however, are fearful of their students capacity to engage with critical thinking and perhaps worry how they can support learners in this task. What can be done in the classroom? It is important to recognize that critical thinking is what we all engage in on a daily basis. For some it is in a more abstract manner and for others it is more grounded in observable reality. In essence critical thinking involves students asking appropriate questions and teachers asking questions which lead students in their quest.

Relations between Different Factors in General Practical Activities

(in English)

Prof. GAO Ling-biao

South China Normal University

“General Practical Activities” is a new programme in China’s new national curriculum. Three areas of learning are included in this programme: inquiry learning, social practice and community service. All these activities are based on students’ direct experiences. They relate closely to students’ life and the society and, encourage the active application of school knowledge. General objectives of this programme are:

- ◆ To link students learning with their life, to relate schools together with society, to lead students involve actively in practical activities so to learn from practical experiences;
- ◆ To deeper students’ understanding about nature, society and their relation;
- ◆ To cultivate students’ practical abilities and creativities, to develop their social responsibility and personality.

The implementation of this new programme is greatly affected by a number of factors and their relations. This paper will give our argument on how to deal with these relations properly:

- ◆ The relation between the effort to diversify student learning activities and the need to normalize the management of teaching-learning process.
- ◆ The relations between teachers’ direction and students’ self-direction in learning activities.
- ◆ The relations between within and extra to classes/schools factors.
- ◆ The relations between students’ interests and teachers’ professional strong points and schools’ orientation in specialities.
- ◆ The conflicts between the needs of personalized facilitation and the very large scale of class size.
- ◆ The relation between personal activity and group activity.
- ◆ The relation between the specific characters of a specific project and the generality of all learning projects.
- ◆ The relations between the openness, formativeness, activeness, practicality and the need of managing teaching process.