To undertake applied research and scholarship development (including teaching), to develop "research-based scholarship", especially in areas of the Institute’s unique expertise and to contribute to teacher, school and policy development, in order to raise the status and quality of education in Hong Kong.
Research & Scholarship

研究與學術成就
Research and Scholarship

Applied research that focuses on developing professional knowledge of practical relevance for improving staff work and for supporting improvements and innovations in education is an essential part of the Institute’s Strategic Plan. Such research will provide a necessary foundation for achieving the Institute’s Vision and assist it in becoming a university-level institution. The Institute hence promotes the adoption of research-based scholarship, so that teaching, programme development and community service are grounded on sound research for quality practice.

Applied research is crucial for promoting educational innovation and change, enhancing education quality in schools and contributing to the development of educational policies in Hong Kong and the Asia Pacific. Active staff participation in research and scholarly activities is therefore strongly encouraged, particularly in areas of the Institute’s unique expertise related to teacher education and education development at early childhood, primary and secondary levels.

In this context, the Research Committee and the Centre for Research and International Collaboration (CRIC), in an orchestrated effort with the schools and departments, have implemented a number of strategies to support research and scholarly activities and promote a strong research culture in pursuit of excellence.

Research and scholarly activities

The Research Committee has been active in encouraging research initiatives by funding various research projects. In 1999-2000, the Research Committee invited three rounds of applications for internal research funding, totalling $4 million. Thirty-four research projects were financially supported, while seed money of $0.36 million was assigned for 64 small-scale pilot studies. The funded projects were related to subject teaching and learning, teacher education, and school education and management.
During the year, the Research Committee, in actioning the strategies for implementing quality systems as stipulated in the Institute’s Strategy 2000, established a set of quality assurance procedures for monitoring the implementation of internally or externally funded research projects, and for streamlining the flow of applications.

To reinforce the Institute’s research efforts, information about research projects completed by Institute staff, together with other up-to-date information about research activities and resources and about forthcoming conferences and events, is disseminated to all staff through the Institute’s Intranet and CRIC’s Internet homepage.

The Institute encourages academic staff to actively engage in research and scholarly activities and supports staff members in their bids for internal and external research funding. In 1999-2000, 13 project teams received grants totalling over $17 million from the Quality Education Fund, while other teams successfully bid for funds from the Competitive Earmarked Research Grant of the Research Grants Council and from the Language Fund totalling $0.97 million.

Further, eight teams engaged in projects commissioned by government departments, including the Education Commission, the Education Department, the Equal Opportunities Commission and the Agriculture, Fisheries and Conservation Department. The eight teams received funding totalling over $12 million for the commissioned projects which included "Comparative Study on the Governance Arrangements of Early Childhood Education, the Professional Training Practices and the Interface of Early Childhood Education with Primary Education", "Development of Performance Indicators for Measuring Primary and Secondary Students’ Performance in Affective and Social Domains", and "Development of Performance Indicators for Measuring Value-added Improvement of Primary and Secondary Students’ Academic Performance".

**Special interest groups**

To promote research and scholarly activities, a total of 19 Special Interest Groups developed with the support of CRIC, were further supported. Among these, nine groups have been involved in the second stage research work for the project, entitled, “A Comparative Study of Curriculum Approaches to Effective Basic Education in Hong Kong and Shanghai”, working in collaboration with the East China Normal University. Findings of the first stage research for the project have been presented in *School Curriculum Change and Development in Hong Kong*, a 590-page book with 30 chapters, which was in print in February 2000. Related findings will also be recorded in a forthcoming book, *Research and Development of School Curriculum in Hong Kong: An Annotated Bibliography*. 
Research in Schools, Departments and Centres

Individual Schools, Departments and Centres undertook extensive action during the year to meet the goals of the Institute’s Strategic Plan to enhance academic excellence through research.

Research conducted by the School of Early Childhood Education is particularly important for promoting developmentally-appropriate teaching and learning for the very young. Projects conducted ranged from developing performance indicators for quality early childhood programmes to investigations into literacy development and the project approach.

The School also offered its expertise to the Education Commission, conducting research to support reforms for the early childhood education sector. This included a comparative study in 10 countries, focusing on governance for early childhood education, professional training, and the interface between early childhood and primary education.

Research projects supported by the Quality Education Fund included three from the Department of Chinese, on Chinese curriculum structure, Putonghua as a medium of instruction and story telling.

The Department of Information and Applied Technology furthered its research-based scholarship with more than 35 research projects. These included projects on information technology competency, core course elements, assessment tools, the IT in Education Network, and the development of performance indicators for use in primary and secondary schools.

The Education Commission’s Sub-Committee on Special Education commissioned the Department of Special Education to conduct a comparative study on the integration of children with special needs in ordinary schools. The study focused on inclusive practices in six countries or regions, to explore how Hong Kong might move towards such integration. The Department has also received funding from the Quality Education Fund to develop learning packages, audio-visual presentations, resource support and in-service training for teachers in ordinary schools. The aim is to promote public understanding of integration as well as to develop teachers’ expertise in teaching children with special needs.

A further project carried out by the Department of Special Education aims to develop resources and provide training for teachers to use information technology in special education. It has also developed a resource kit for organising learning support for academically low achievers and on-line training materials on the management of behavioural problems in Hong Kong schools.

A number of centres, some newly established, have been active in promoting research and scholarly activities:

The Centre for Language in Education reached the final stages of its project to monitor and evaluate the Native-speaking English Teacher Scheme, funded by the Standing Committee on Language in Education and Research (SCOLAR). Two interim reports have been submitted to SCOLAR.
The Centre received funding from the Research Committee to devise self-access learning materials for the Chinese and Putonghua Enhancement Programmes, and to develop a computerised catalogue of materials in the Language Learning Centres, among other projects. It also conducted an institute-wide survey on the formation of a medium of instruction policy for the Institute.

The Centre for Technology-Based Creativity in Performance Related Education, established in October 1999 within the School of Creative Arts, Sciences and Technology, aims to focus on the development and use of new technologies in teaching, learning and research, to enhance students’ creativity and to promote multiple modes of intelligent thought and action in performance related disciplines such as Art and Design, Music, Physical Education and Home Economics. It includes a Hypermedia Production Unit and a Staff Development and Research Applications Unit serving as a central venue for the production and exchange of new knowledge.

The Asia-Pacific Centre for Education Leadership and School Quality, established in 1999, has a mission to become a centre of excellence in education leadership and school quality in Hong Kong and the Asia-Pacific region. During the year, the Centre established the Hong Kong School Leadership Development Network to pool the necessary intellectual strengths, encourage exchange of experiences and enhance the on-going networks with school principals to facilitate school leadership development and the pursuit of quality education.

The Centre for Citizenship Education, founded in 1999 under the School of Foundations in Education, has moved towards its goal of becoming a key player in the development of citizenship education in Hong Kong and the region. During the year it hosted a number of seminars on citizenship education in Hong Kong and Mainland China. The Centre, in conjunction with the Department of Social Sciences collaborated with the University of Minnesota in a grant proposal to the United States Information Agency for a comparative research and exchange project on citizenship education investigating values education, civic education, and environmental education. The proposal was rated best in a highly competitive exercise, and awarded a grant of US$300,000.

Disseminating the results of research

In their research-based scholarship, academic staff of the schools, departments and centres of the Institute have been actively contributing to the education discipline and profession. Their research outcomes have been shared with members of the education community, local and international, via various means and in different forms.

At the Institute level, support has been provided in various ways to staff to encourage the dissemination of research findings and the exchange of views and insights with counterparts in Hong Kong and other countries. As the Institute’s research support centre, CRIC organised forums, seminars, workshops and public lectures during the year to provide academic staff with opportunities to share findings and insights gained from their research work, as well as to explore key issues in education, ranging from creativity in schools to the implications of the education reform. Some of the seminars and workshops were coorganised with other schools and departments.
A number of seminars were organised in the key area of Citizenship Education:

- The Department of Social Sciences and the Centre for Citizenship Education presented a seminar by Mrs Elsie Elliott Tu, who reflected on her struggle for education for all in Hong Kong, and for civil rights.

- The School of Foundations in Education hosted the Tenth Annual Meeting of the National Moral Education Professional Committee of the National Association of Educational Research which examined issues of moral education in Hong Kong and Mainland China. In June 2000 the School also held a symposium on civic and moral education with visiting scholars from Nanjing Normal University and Zhongshan University.

- Dr Nina Borovskaya, of the Institute of Far Eastern Studies of the Russian Academy of Sciences in Moscow, presented a seminar in November on “Regional Differences and Their Implications for Current Education Reforms in Russia and Mainland China”, co-sponsored by the Comparative Education Society of Hong Kong, the Department of Social Sciences and the Centre for Citizenship Education.

In June 2000, the School of Creative Arts, Sciences and Technology organised four seminars on creativity with Dr Sharon Bailin and Dr Yaroslav Senyshyn, from Simon Fraser University, Canada, as invited speakers.

The Department of Curriculum and Instruction organised a number of seminars, workshops and lunchtime colloquia. Topics included “Modern Trends in Assessment”, “Action Research”, “Research Methodology” and “Creative Teaching Strategies”.

The Science Department organised two seminars, “Creative Technology, Educational Reform and Science Education”, held in November, and “One Day in the Life of a Teacher in the Brave IT Age”, held in December. More than 450 students attended each event. The Department also organised two forums on educational reform, one focusing on science curriculum reform.

The School of Languages in Education organised a one-day symposium on Language Development and Disorder, held in November 1999. Keynote speeches were given by speakers from Japan, Norway and Hong Kong to more than 100 participants.

The Centre for Language in Education organised a number of workshops, seminars and talks during the year. Professor Chew Cheng-hai, Head of the Chinese Department and director of Chinese Language and Culture at Singapore’s Nanyang Technological University, conducted seminars on “Language Competency and Training of Pre-Service and In-Service Teachers”, in March and Professor Thomas Burns, Visiting Professor in the Humanities at the Chinese University of Hong Kong, gave a talk on “English as a World Language”.

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The Institute allocated Teaching Development Grants (TDGs) from the University Grants Committee to 48 teaching development projects. The results of these were disseminated in a TDG Dissemination Symposium organised by the Centre for Learning, Teaching and Supervision in March 2000, with parallel presentations, exhibitions and demonstrations.

Publications

The Institute continued in 1999-2000 the publication of two international refereed journals. The Centre for Language in Education published two issues of the Asia Pacific Journal of Language in Education, a bilingual publication that aims to promote excellence in language teaching and learning. The editorial board established an article exchange with the Canadian Modern Language Review. Two issues of the Asia-Pacific Journal of Teacher Education and Development (APJTED) were published by CRIC for the Institute. APJTED is an international journal dedicated to theory development, empirical research, policy formulation and practical improvement in teacher education, staff development and teaching. Both journals have international advisory editorial boards composed of renowned scholars from leading universities, and are widely circulated in both the local and international communities. To facilitate the flow of research ideas and collaboration at both local and international levels, the Institute also published in January 2000 the Staff Research and Scholarship Profile 1999. Presented in the Profile is detailed information about the publication, research projects and interests, and teaching specialisms of all academic staff at the Institute in the years 1997-98 and 1998-99.

In terms of scholarly publications, the year 1999-2000 was a fruitful year for the Institute. Various academic staff, centres, departments and schools have been very active in publishing the results of their research to the education community. For example, the Department of Social Sciences published an oral history of the former colleges of education, Memories of the Colleges of Education: An Oral History, in late 1999, the result of a project directed by Professor David Grossman. The Centre for Citizenship Education published three occasional papers during the year, by Elsie Elliott Tu, John Cogan, David Grossman and Lui Mei-hui. During the year, around 900 research outputs from academic staff were recorded. Among these outputs, 249 (28 per cent) were journal articles, book chapters and published papers, 369 (41 per cent) were conference papers. Others included scholarly books and monographs, consulting reports, case studies and reviews.