



Online Symposium 网上研讨会

**Role of Family  
in the Learning and Well-being of  
Children and Adolescents  
in the Greater Bay Area**

**大湾区儿童及青少年的  
学习和福祉：家庭的角色**



香港教育大學  
The Education University  
of Hong Kong

23 April 2022 (Saturday)  
2022年4月23日(星期六)

## Online Symposium 网上研讨会 –

### Role of Family in the Learning and Well-being of Children and Adolescents in the Greater Bay Area

### 大湾区儿童及青少年的学习和福祉：家庭的角色

Family is a crucial ecological system for human development. The family system, characterised by a range of elements, such as family socioeconomic status, parenting and coparenting processes, and parent-child relationships, plays a key role in shaping children's and adolescents' well-being, social-emotional competence, physical and mental health, and learning outcomes. This symposium acts on such belief and aims to:

- 1) provide a platform to scholars from mainland China, Hong Kong, and Macau to discuss their ideas, findings, and experiences, so as to enhance more communication and deeper understandings about the themed issues; and
- 2) promote prospective collaboration among Hong Kong, mainland China, and Macau scholars, to conduct more impactful academic research and practical services, with the aim to nurture families and children/adolescents to develop greater resilience and well-being in the Guangdong-Hong Kong-Macau Greater Bay Area.

家庭是人类发展的一个重要生态系统，它包含了各类元素，例如家庭社会经济地位、教养及共亲职方式、亲子关系等，对儿童和青少年的福祉、社交情绪能力、身心健康、学习成果均有着重要的影响。为此，本研讨会将致力：

- 1) 提供一个平台予中港澳三地学者讨论其经验和研究成果，以增进沟通和加深对相关议题的理解；及
- 2) 促进中港澳三地学者的合作机会，以期进行更多具影响力的学术研究和实务，藉以培养大湾区（广东、香港和澳门）家庭和青少年发展更大的抗逆能力和福祉。

<i>Date 日期</i>	23 April 2022 (Saturday) 2022 年 4 月 23 日 (星期六)	<i>Registration 注册</i>  <a href="https://bit.ly/3tEwpP7">https://bit.ly/3tEwpP7</a>
<i>Time 时间</i>	10:30 – 15:30 (HKT 香港时间)	
<i>Format 形式</i>	Online (Zoom webinar) 网上研讨会	
<i>Language 语言</i>	Putonghua, Cantonese, and English 普通话、粤语、英语	
<i>Fee 费用</i>	Free of charge 免费	
<i>Symposium Secretariat 研讨会秘书处</i>	Centre for Child and Family Science, The Education University of Hong Kong 香港教育大学 儿童与家庭科学中心 Phone 电话：(852) 2948 8655 Email 电邮： <a href="mailto:ccfsact@eduhk.hk">ccfsact@eduhk.hk</a> Website 网址： <a href="http://www.eduhk.hk/ccfs">www.eduhk.hk/ccfs</a>	

## Important Dates 重要日子

- |           |   |
|-----------|---|
| 1/4/2022  | Symposium registration closes<br>研讨会截止注册  |
| 14/4/2022 | Email to inform participants of the webinar link and details<br>电邮各参加者有关网上研讨会的链接及细节 |
| 23/4/2022 | The Symposium<br>网上研讨会  |

## Acknowledgement 鸣谢



**Dr XIE Sha** Assistant Professor, ECE Department, Faculty of Education, Shenzhen University  
**谢莎博士** 深圳大学教育学部学前教育系助理教授



**Dr CHI Peilian** Associate Professor, Department of Psychology, University of Macau  
**池培莲博士** 澳门大学心理学系副教授

This symposium is partly sponsored by the Guangdong-Hong Kong-Macau University Alliance – Symposiums on Greater Bay Area Fund under the Mainland-Hong Kong University Alliances Fund of the University Grants Committee, the Government of the Hong Kong SAR.

本研讨会承蒙香港特别行政区政府大学资助委员会辖下之「粤港澳高校联盟－大湾区研讨会基金」资助部份项目。

## Symposium Programme Overview 研讨会程序概覽

### Remarks 备注：

- The Programme is tentative and subject to minor adjustments. 本研讨会程序乃暂拟，内容或有修改。
- The Symposium will be conducted in a trilingual setting: Putonghua (P), Cantonese (C), and English (E). In addition to the presenting language, simultaneous interpretation for the other two languages will be provided. 本研讨会将以三语（普通话[普]、粤语[粤]、英语[英]）进行，在演讲语言之外，提供另外两种语言的实时传译。

<i>Time 时间</i>	<i>Event 节目</i>	<i>Presenting language 演讲语言</i>
10:15 – 10:30	Online Check-in 登入研讨会	---
10:30 – 10:40	Opening Address 开幕辞	E 英
10:40 – 12:10	Session 1: Seminar 第一节：专题演讲 <ul style="list-style-type: none"> <li>• Life Satisfaction in Chinese Early Adolescents: The Joint Contributions of Parental Attachment and Teacher-Student Relationships via Resilience 中国早期青少年的生活满意度：亲子依恋与师生关系的共同影响以及心理弹性的中介作用</li> <li>• Hong Kong Young Children’s Mathematical Competence and Attitudes: How Do Parents Matter? 香港幼儿的数学能力及态度：家长如何重要？</li> <li>• Being Mindful amid COVID-19: A Tale of Two Studies 在全球大流行中保持静观：两个家庭研究</li> </ul>	P 普  E 英  C 粤
12:20 – 13:20	Session 2: Virtual Exhibition 第二节：在线展览	---
13:30 – 14:30	Session 3: Seminar 第三节：专题演讲 <ul style="list-style-type: none"> <li>• Family Environment and Children’s (Pre)School Readiness – the Case of Mainland China 家庭环境与幼儿的入园／学准备 – 基于中国大陆的实证研究</li> </ul>	P 普
14:30 – 15:30	Session 4: Seminar 第四节：专题演讲 <ul style="list-style-type: none"> <li>• Mindset of SES and Academic Achievement in Chinese Adolescents 华人青少年对社会经济地位的思维模式与学业成就之关系</li> </ul>	E 英

TALK A 讲题甲 –

**Life Satisfaction in Chinese Early Adolescents:  
The Joint Contributions of Parental Attachment  
and Teacher-Student Relationships via Resilience**

Life satisfaction (LS) is core well-being indicator linked to a range of positive outcomes in adolescents. Drawing on the ecological system theory, this study examined a moderated mediation model articulating the interplay between parental attachment and teacher-student relationship on early adolescents' LS via resilience. A three-wave longitudinal study, with a 6-month interval between each wave, was conducted among 438 Chinese early adolescents (55.3% boys,  $M_{age} = 11.04$  years) and their parents (67% mothers). Results suggested that after controlling the baseline levels of LS and demographic variables, T1 parental attachment was positively associated with T3 LS via T2 resilience, especially for adolescents with a high level of teacher-student relationship at T1. This study informs strategies to boost Chinese early adolescents' LS.

**中国早期青少年的生活满意度：亲子依恋与师生关系的共同影响以及心理弹性的中介作用**

生活满意度是幸福感的一个核心指标，良好的生活满意度与青少年众多积极发展结果相关。本研究基于生态系统理论，检验一个有调节的中介效应模型，考察亲子依恋与师生关系对早期青少年生活满意度的共同影响以及心理弹性的中介作用。为此，研究团队进行了一项三个时间段的纵向研究（各时段相隔半年），受试者为 438 名中国早期青少年（55.3% 男性，平均年龄 = 11.04 岁）及其父母（67% 为母亲）。结果发现在控制生活满意度的基线水平以及个人背景变量后，T1 亲子依恋通过 T2 心理弹性正向预测 T3 生活满意度，该效应在师生关系良好的青少年尤为显著。该研究对如何促进中国早期青少年的生活满意度具有一定的启示。

**Presenting language: Putonghua**

演讲语言：普通话

**Speaker 讲者**



Dr Jianbin Li is an assistant professor at the Department of Early Childhood Education at the Education University of Hong Kong (EdUHK). His primary research interests center on positive development from childhood to emerging adulthood. In particular, he widely studies personal strengths (e.g., self-control, meaning in life), readiness and adaptation during transition periods, and well-being in times of social crisis. He has so far published over 70 papers in peer-reviewed journals. Recently, he received the EdUHK President's Award for Outstanding Performance in Research (Early Career Research Excellence Award), and was recognized as Rising Star by the Association for Psychological Science.

黎建斌博士为香港教育大学学前教育系助理教授，研究兴趣围绕儿童期至成人初期的积极发展，并尤为关注个人的积极特质（例如自我控制、生命意义），发展转折时期的准备与适应，以及社会危机中的幸福感。迄今在同行审议期刊上发表逾 70 篇文章，2021 年获得香港教育大学校长杰出研究表现奖，及获选为美国心理科学学会的「飞跃之星」。

## TALK B 讲题乙 –

### **Hong Kong Young Children’s Mathematical Competence and Attitudes: How Do Parents Matter?**

Recent studies show that young children’s mathematical competence and attitudes are predictive of their later mathematical achievement, whereas parents play a critical role in early mathematical development. In this presentation, the speaker will share the results of two research studies related to the home mathematical learning environment conducted in Hong Kong. In particular, he will examine how parents’ learning-related beliefs, teaching strategies, and parent-child activities are associated with early mathematical competence and attitudes. Implications on how parents can support young children’s mathematical learning at home will also be discussed.

#### **香港幼儿的数学能力及态度：家长如何重要？**

近年研究显示，幼儿的数学能力和态度能预测其日后数学成就，而父母在早期数学发展中扮演着重要角色。在是次演讲中，讲者将会分享两项在香港进行的家庭数学学习环境研究，当中特别会探讨家长的学习信念、教导策略和亲子活动，与早期数学能力和态度有何关连。此外，讲者亦会讨论家长可如何在家中支持幼儿的数学学习。

**Presenting language: English**

演讲语言：英语

**Speaker 讲者**



Dr Cheung Sum Kwing Sam currently works as Assistant Professor in the Department of Early Childhood Education, Co-director of Centre for Child and Family Science, and Programme Leader of Bachelor of Education (Honours) (Early Childhood Education) (Full-time) at The Education University of Hong Kong. He has often been invited by the Education Bureau, publishing company, different school sponsoring bodies and schools to conduct teacher training and parent talks. His recent research interests include children’s mathematical development and the home learning environment. He has authored numerous papers in international conferences and journals.

张森焯博士现任香港教育大学幼儿教育学系助理教授、儿童与家庭科学中心联席总监，以及全日制幼儿教育荣誉学士的课程主任。张博士曾多次获教育局、出版社、办学团体及学校邀请主持教师培训及家长讲座，近年致力研究儿童数学能力发展、家庭学习环境等议题，并经常于国际学术研讨会及期刊中发表研究。

## TALK C 讲题丙 –

### Being Mindful amid COVID-19: A Tale of Two Studies

COVID-19 has been affecting all of us. In the face of this on-going pandemic, it is important to identify factors that may help us cope with stressors caused by COVID-19. In this presentation, I will present the findings of two studies exploring the protective role of mindfulness against COVID-19-related stressors. The first study showed that parental involvement in child online learning—an activity skyrocketing due to school suspension—was particularly linked to child positive adjustment when parents had high levels of mindfulness. Meanwhile, the second study showed that spousal mindfulness mitigated the association between spousal worry about COVID-19 and individual adjustment. Implications of these findings will be discussed, especially in relation to knowledge exchange initiatives mediated by social media.

#### 在全球大流行中保持静观：两个家庭研究

2019 冠状病毒病影响我们每一个人。面对持续至今的全球大流行，学者需要研究有什么方法可以帮助我们处理因为 2019 冠状病毒病而产生的压力。在这个演讲中，讲者会分享两个和静观有关的研究结果。第一个研究发现，静观程度高的家长，参与孩子因为停课而出现的网上学习活动时，似乎特别能够支持孩子的正面发展。第二个研究则发现，成人的情绪社交健康，似乎会受其配偶对 2019 冠状病毒病的担心影响。但配偶的静观程度，又似乎能够保护成人的健康。讲者亦会讲解，学者如何可以通过这些发现，利用社交媒体进行知识传递，贡献社会。

**Presenting language: Cantonese**  
演讲语言：粤语

#### Speaker 讲者



Dr Lam Chun Bun Ian is an associate professor of Department of Early Childhood Education, and a co-director of Centre for Child and Family Science from The Education University of Hong Kong. He has been studying how family relationships may shape individual development. In 2017, Dr Lam received the Rising Stars Award from The Association for Psychological Science, one of the biggest organizations for professional psychologists in the US. Dr Lam has provided teacher training/parent education for more than 130 schools in Hong Kong. He was elected the 2021-2023 President of the Committee on Early Childhood Education, Curriculum Development Council.

林俊彬博士现为香港教育大学幼儿教育学系副教授及儿童与家庭科学中心联席总监，其研究范畴主要环绕家庭关系如何影响儿童发展，至今在国际期刊发表超过 50 篇文章，2017 年获选为美国心理科学学会的「飞跃之星」。曾为超过 130 间本地学校举行教师培训或家长讲座，并获选为教育局课程发展议会幼儿教育委员会 2021-2023 主席。

## Session 2: Virtual Exhibition

### 第二节：在线展览

The Virtual Exhibition lasts for 60 minutes, and may include different presenting formats like videos, animation, PowerPoint slides, etc. The participating institutions will showcase their work and research findings regarding the role of family in the learning and whole-person wellness of children and adolescents in the Greater Bay Area.

Participating institutions:

- The Education University of Hong Kong
- Shenzhen University
- University of Macau

本节为时 60 分钟，参展院校将透过不同方式，例如录像、动画、简报等，展示其研究工作和成果，主题将环绕大湾区内家庭对儿童和青少年的学习和全人健康的影响。

参展院校：

- 香港教育大学
- 深圳大学
- 澳门大学





### Family Environment and Children's (Pre)School Readiness – the Case of Mainland China

Family environment includes family socioeconomic status (SES), family structure, parents' child rearing beliefs, parenting styles, and home learning environment, all of which are considered as proximal processes conducive to young children's early development. Based on two studies in Shenzhen and one study with nationally representative data, the talk will discuss how these elements of family environment relate to young children's preschool readiness and school readiness from the perspective of holistic development. The advantage of profile analysis will also be discussed.

#### 家庭环境与幼儿的入园/学准备 – 基于中国大陆的实证研究

家庭环境包括家庭社会经济地位、家庭结构、家长养育观念、教养风格，以及家庭学习环境，它们被称为“最近过程”，对幼儿早期发展发挥着关键的作用。本讲座将介绍两项在深圳、一项全国的研究，从儿童全面发展的角度探讨这些家庭环境将如何影响幼儿的入园准备及入学准备。讲座也将谈及潜在剖面分析方法的优势。

**Presenting language: Putonghua**

演讲语言：普通话

**Speaker 讲者**



Dr Xie Sha is Assistant Professor at the ECE Department and research fellow at the GBA Institute of Educational Research, Faculty of Education, Shenzhen University. Since 2018, she has published 15 academic papers, including 13 papers in SSCI/SCI and 1 paper in CSSCI. These publications are mainly around children's pre/school readiness, family studies, and fNIRS study of children's executive function. Dr Xie's research interests include kindergarten quality, and intervention in children's executive function.

谢莎博士现为深圳大学教育学部学前教育系助理教授及大湾区教育研究院研究员，自2018年发表中英文论文15篇，其中13篇SSCI/SCI，1篇中文核心期刊。论文围绕幼儿入园/学准备，家庭教育，幼儿执行功能的近红外研究。其研究兴趣包括学前教育质量，幼儿执行功能的干预研究。

#### Mindset of SES and Academic Achievement in Chinese Adolescents

Socioeconomic status (SES) is one of the well-recognized determinants of academic achievement in adolescents. Past studies have mostly focused on the effect of SES ranking but not on that of perceptions of the changeability of SES. In line with the notions of mindsets (implicit theories), we propose the construct mindset of SES to refer to whether people believe that their SES can be changed. We theorize that adolescents vary in terms of their beliefs about the malleability of SES. Some adolescents believe that SES is stable across the life span and cannot be changed (fixed mindset or an entity theory), while others believe that SES is malleable or can be developed (growth mindset or an incremental theory). Based on this conceptualization, we conducted a research project utilizing a longitudinal sample of 686 middle school students to answer the following research questions. Will different mindsets about the changeability of SES influence students' academic achievement? If yes, what mechanisms underlie the effects of such mindsets on academic achievement? From a dyadic perspective, are there any similarity between parents' and adolescents' mindset of SES? Will growth mindset of SES intervention promote academic-related functioning? Findings from a series of studies will be presented and the implications for educational practices will be discussed.

#### 华人青少年对社会经济地位的思维模式与学业成就之关系

社会经济地位（社经地位）被公认为是青少年学业成就的其中一项决定因素。过往不少研究都聚焦在社经地位高低的影响，但对社经地位变易性质的感知着墨不多。基于思维模式的概念（内隐理论），我们提出社经地位思维应涉及人们是否相信其社经地位可以改变。青少年对社经地位的可延展性有不同程度的信念，有些青少年相信社经地位是终身不变的（即固定思维模式或实体论），另一些则相信社经地位是可以发展的（成长思维模式或渐变论）。我们循此概念，征集了686名中学生进行了一项纵向研究，以查明究竟：学生对社经地位的可延展性抱有不同的思维模式，是否会影响其学业成就？若是，那在背后的影响机制是什么？从二元互动的角度来说，家长和青少年对社经地位的思维模式有否相类的地方？若以成长思维模式来调控对社经地位的感知，能否促进与学业相关的功能性活动？是次演讲将报告一系列相关研究的成果，及讨论其对教育实务的影响。

**Presenting language: English**

演讲语言：英语

**Speaker 讲者**



Dr Peilian Chi is an Associate Professor in the Department of Psychology at University of Macau. Her research has three main facets: resilience of vulnerable youths, close relationship processes, and health psychology. Dr. Chi has authored or co-authored more than 70 peer-reviewed articles, which published in prestigious journals such as Psychological Science, Health Psychology, and Family Process. She currently serves as Associate Editor for Applied Psychology: Health and Well-Being and Asian Journal of Social Psychology.

池培莲博士现为澳门大学心理学系副教授，其研究范畴为：弱势青年的心理抗逆能力、亲密关系历程、健康心理学。池博士学术著作逾七十篇，刊在各大学术期刊如 Psychological Science、Health Psychology、Family Process。现为 Applied Psychology: Health and Well-Being and Asian Journal of Social Psychology 副编辑。