

The Department of International Education and Lifelong Learning

would like to present to you a series of seminars
featuring a variety of practices on teaching and their implications for learning

Scholarship of teaching



Speaker
Li Chin Wa

講題: 尋找端正學風的OBL學教模式：我的探索與憂慮
Seeking for an OBL model for good teaching and learning: my experience and concern (in Cantonese)

摘要: 本人有幸在此曾得到多於一年的聘用合約，可以讓我投入對一教育專業單元（教育的重要議題 Critical Issues in Education）作連續教學實驗。適逢學院試行OBL，便把自己對教師教育方向之反思融匯其中。曾說當今的OBL乃西醫模式，而本人探索一種「固本培元」的「中醫模式」。名曰：「端正學風的OBL學教模式」也。教學心得不知還有否機會積累下去，風雨飄搖，播種無處話收成。大言不慚，君子以友輔仁，在此分享本人之探索與憂慮。望指教！

日期: 19 January 2011 (Wed)

時間: 12:30 – 14:00

地點: D1-1F-37

Date	Seminar Topics (2010-2011)	Presenters
01-12-2010	Becoming more effective teachers: The constructive use of peer observations and peer support	Laurance Splitter
08-12-2010	Online Learning PVE: Developments and Observations	Peter Kell
15-12-2010	效果為本教學的動態：實踐智慧所給予的啓示 (The relational dynamics between Outcome-based teaching and outcomes-based learning: A 'phronetic' insight) [in Cantonese]	Tang Wai-yan, Ronald
05-01-2011	Teaching and learning of older adults	Maureen Tam
19-01-2011	尋找端正學風的OBL學教模式：我的探索與憂慮 (Seeking for an OBL model for good teaching and learning: My experience and concern) [in Cantonese]	Li Chin Wa
23-02-2011	成效為本學習的分享：看學生在人生故事單元的反思 (Sharing on outcome-based learning: Student reflection in the learning of GEA1001) [in Cantonese]	Wu Siu Wai
09-03-2011	OBL? TBT? Or OBTL (Optimized, Balanced Teaching and Learning)? Reflections on the Official Pedagogy	Li Jun
23-03-2011	Reflections on using simulations to enhance students' learning	Bob Adamson
04-05-2010	The relational dynamics between Outcome-based teaching and outcomes-based learning: A 'phronetic' insight	Tang Wai-yan, Ronald
11-05-2011	Teachers as critical mediators of knowledge	Mark Mason

All colleagues are welcome

For enquiries and registration :
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syppang@ied.edu.hk

The Department of International Education and Learning

尋找端正學風的OBL學教模式：

我的探索與憂慮

Seeking for an OBL model for good teaching and learning: my experience and concern



李展華

19/1/2011

12:30 – 14:00

D1-1F-37

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摘要：

- 本人有幸在此曾得到多於一年的聘用合約，可以讓我投入對一教育專業單元（教育的重要議題 Critical Issues in Education）作連續教學實驗。適逢學院試行OBL，便把自己對教師教育方向之反思融匯其中。
- 曾說當今的OBL乃西醫模式，而本人探索一種「固本培元」的「中醫模式」。名曰：「端正學風的OBL學教模式」也。
- 教學心得不知還有否機會積累下去，風雨飄搖，播種無處話收成。大言不慚，君子以友輔仁，在此分享本人之探索與憂慮。望指教！

教師在教院的存在生態

- To work (on a course or a Programme, in my case) *continuously* is a necessary condition to care one's work (cf. Noddings 2005) and thus to 'take root' (to use the 'root metaphor' of seeing 'education as cultivation or *Bildung*' for growth (for the worker's own 'professional' development as well as for the 'plant' to have its healthy sustainable growth).
- 本何以立？
- Teaching engagement: 6 (Academic) vs 9 (teaching staff)
- + FE supervisions
- + admin work: e.g. Programme & FE Coordinator
- Regular contract? HR policy to retain what kind of staff?
- Ronald Barnett (2008) on 'academic's different identities' and separate rhythms vs different forms of impoverished time → towards a 'critical phenomenology of academic time' (p.17).
- Academic capitalism
- For the foreseeable future, most public universities will face budget crunches of a magnitude not seen for more than a decade.
- With belts tightening, it is possible academic laborers will find themselves fighting one another for the scant resources available—professors against adjuncts, US citizens against international students and scholars, academics against clerical workers.
<http://louisville.edu/journal/workplace/issue6p1/kamper1.html>
- *Cogs in the Classroom Factory: The Changing Identity of Academic Labor* edited by Deborah M. Herman and Julie M. Schmid
Review by David Scott Kamper



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師範教育非一般大學教育

- 以人文精神為主體的師範教育：師範性之所在
 - 「在師範教育中，教師的工作對象與學生日後專業的工作對象都是具有主體潛能的學生（人），因而具有對象上的同一性……師範教育的人文性不可混同為作為教育流派的人文主義教育，而是融滲、體現於師範教育的全部教學課程、教學方法與師範生活中的人文精神。」
 - 人文精神在師範教育中比在一般教育（包括大學）中有更為純粹的體現。」
- 尤西林(2002) 人文科學導論 北京：高等教育出版社，p. 120.
- Teaching = Re-contextualization
 - Subject discipline teaching
 - Re-contextualization Rule
- as
- Instructional discourse
-
- regulative discourse
- Teacher education – major : to teach how and what to teach and why → PCK
 - Two levels of re-contextualization
 - Teacher education - Professional/educational studies: sociological, psychological, philosophical and meta-instructional understanding of education and teaching and learning
- Inspired by Bernstein (1996)

香港教育界的自我解殖與再「中國」化

- 沒有志氣的教育官僚
- 殖民地思維及技術官僚 → 積極公民
- 自我解殖 → unlearn and relearn
- 再中國化 → 對國家(歷史)的溫情與敬意
- 用甚麼語言思考？生活習慣 → 變化氣質 Forms of life
- 教育研究之方向（重塑中國教育學的學術語言、傳統智慧及經典、歷史意識之開發、整合學術與人生之關係 → 中西文化橋樑之底子？）
- 香港(中國)教育界之定位：國際化 vs 本土化 > 國家化？
- 立志成材：我們的學生為自己 + 國家民族 + 世界(之教育)貢獻什麼 → 作育英才、薪火相傳



OBL at HKIED ?

- As departmental OBL coordinator, I participated in many OBL workshops organized by LTTC and met consultants from Alverno College to discuss my OBL pilot as well as the development of OBL culture at HKIED. I shared my vision and worry of developing 'PS outcomes' in a paper 'On PS outcome'. The paper was circulated widely in FES.
- PS outcome = all PS courses → expected graduates as ideal teachers' attributes – subject disciplines
- Pilot course: Critical issues in Education

'On PS outcome'

- Rich possibilities of OBL models may be experimented for the real benefits of students.
- Kinds of institutional expectations to call for alignment of those student learning outcomes with a rigid framework of generic outcomes in terms of performance assessment may kill off the necessary space of existential ambiguity and the holistic nature of learning in context.
- How far the institution may develop a creative and engaged learning culture among mutually respectable academic staff to experiment OBL model together in an intellectually exciting way is a real test case for this institution as a real learning organization.*
- As OBL approach has been expected by UGC to be a new mode of teaching and learning in all undergraduate programmes offered in UGC-funded universities, *HKIED should be committed itself to develop its own teacher education OBL model with patience and wisdom.*



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'On PS outcome' (Cont'd)

- *As PS domain is and should be regarded as the soul of teacher education profession, before going into the learning outcomes of each core PS module, a coherent framework of elaborated principles on a HKIED approach to PS to prepare teachers for 21st century should be established as the starting point to rethink the whole PS enterprise...*
- *If this task is not done with intellectual integrity, I cannot see why serious academic in this faculty would like to spend the time to think about OBL-related exercise, if not out of following bureaucratic order.*

FES OBL sharing session

'Show me how far you have changed in three ways to prepare for the teaching profession!'

CWLi (IELL)
25/6/2010

My Second Experiment

- First experiment
- BEd(S) 08-09 'Critical issues in Education' (EPA 4192), EPA department, individual OBL pilot: ***Experimentation on how the teaching of this module could give insight into our exploration for the development of a humanistic OBL model for HKIED PS modules***, presented at FES OBL-sharing seminar (30/6/09)
- ***Philosophical issues + technical issues for OBL***

Major concerns of these two studies

- ***On CILOs: core course in PS domain*** → re-organized course-specific teaching objectives into **3 statements of 'self-transformation'** (in 'learning' 學) (as generic learning outcomes in PS) and explore how such re-organization points to **an alternative OBL model** → *western-analytical-atomistic vs Chinese-holistic/organic/living/integrative model*
- ***On 'Relational cultivation' (育)***: needs continuous students' feedback → **develop positive teacher-student relation with strong self-reflective element to initiate "personalized learning"** as constitutive in every good PS course → teacher as role-model? → implications for aligning T&L activities, teaching contents and assessment modes → **issue about searching for HKIED teacher education (OBL) model.**



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**Pilot OBL course:
Critical issues in Education (EPA 4192)
BEd(P) year 4, group 5C**



- 32 → 31 (28 +3 TP)
- Last course at HKIEd
- 13 weeks: 1 + A(3x2) + B(3x2)
- Learning Routines –
- Set readings: B: close reading
- Lectures and discussions
- Video-clips, news as cases - Worksheet + T's feedback
- Book display and borrowing
- Lesson-specific Reflective journals + T's feedback (e.g. 27_#1)
- 6 (A3 + B3) gp presentations (14%) case study (pre- + post- meetings)
- Concept maps to conclude A and B
- End of course –
- Essay (80%)+ final reflection (6%)
- Teaching questionnaire
- Letters to students

Objectives - CILOs

- Participants will be able to:
- i. understand and evaluate critically specific issues in education, above all, the issues related to the current Hong Kong education system, like those of MOI, DSS, SSPA and Liberal Studies, with the awareness that these issues are controversial and may be approached in various ways → **Case studies in (a), (b), (c)**
- ii. comprehend philosophical contributions to the understanding and evaluation of concepts, principles, policies and practices in education + iii. comprehend sociological contributions to the understanding and evaluation of concepts, principles, policies and practices in education → **understand some 'theories' in understanding education → in (a), (b), (c)**
- iv. realize the complex role of a teacher, explain the difference between teaching as a vocation and teaching as a profession, recognize various sociological approaches to teacher professionalization, and deal with problems in teacher ethics → **reflection on teacher's role → (a)**

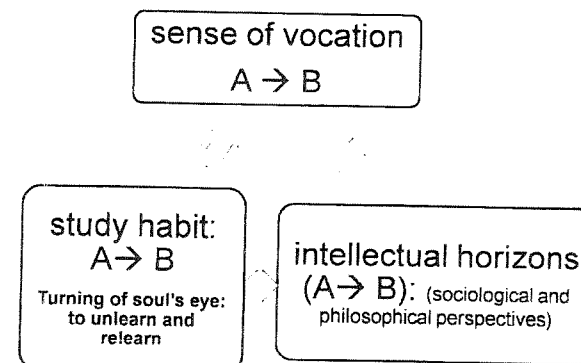
**Suggested generic learning outcomes in FES→
philosophical and sociological perspectives in education
(Departmental courses)**

3 Self-transformations in:

- sense of vocation (→ your sense of duty to be a teacher) 對教育事業的承擔 (i-iv)
- study habit (→ in reading, thinking and writing: what, why and how→ as an engaged lifelong learner), 求學的習慣 (i, ii, iv)
- intellectual horizons (→ to learn to think philosophically and sociologically) 認識教育的視野 (i-iv)

How can I translate those expected outcomes into real life learning activities?

**Inter-relationship of
three self-transformations**



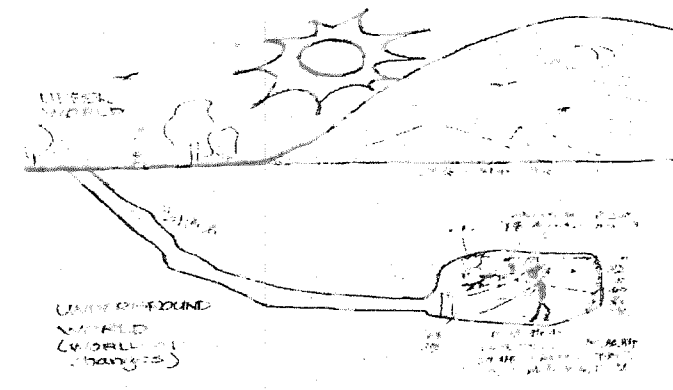
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Alverno consultants' feedback (6/3/09)

- This emphasis of self-transformation as outcomes **should and better to be addressed at the beginning of students' study at HKIEd, rather than at their final year.**
- As the study is still going on, the **direction of experimentation is right and critical to give new insight to HKIEd to develop her unique OBL module.**
- The module outcomes are necessarily vague/fuzzy because **those are holistic and dispositional.** Even the first two are not easily/possibly translated into explicit outcome statements, **keep them as outcomes or objectives and made known to the class from the beginning is a very important engaging strategy. These two outcomes could be continuously 'assessed' through reading and responding their comments in their self-reflective journals. They are NOT necessarily or possibly translated into grades but comfortably observed in the feedbacks.**
- The students feedback elements are important for OBL module. Suggested to encourage more students to finish their self-reflective journals after the lectures.

Plato's Cave metaphor (B1) as self-interpretive framework



Long term impact? ex-BEd(S) students

During the gathering, I learnt that two ex-students were still regarding 'Critical Issues' had significant impacts on their lives and professional orientations, and quoted 'cave metaphor' the most important message to represent such impact.



30 Dec 2009

單元課題介紹 A. 教育社會學專題

A1. 現代社會為何需要實行普及及強迫/義務國民教育?

功能論(Functionalism) 怎樣看?

制度化教育具社會化 (Socialization) 及 選拔人材(selection) 的雙重功能 a, c

Case A1 個案A1匯報及討論: 「入學教育機會均等」看香港小一入學機制。

A2. 制度化教育複製社會原來的不平等關係: 「讓每一位學生都能全面發展」只是一種有利統治階級控制社會大眾的意識型態!

衝突論(Conflict theory)介紹 a, c

Case A2 個案A2匯報及討論:

勞工階層子弟陳易希, 中五會考後被香港科技大學招收入學, 此個案反映香港教育崇尚「績效原則」(meritocratic principle), 衝突論卻不同意, 為甚麼

A3. 在學校及課室中的師生互動究竟發展出怎樣不同的自我觀念 (self-concept)和身份認同(identity)? 學生在學校的適應模式及次文化的探討。標籤效應(labeling effect)。符號互動論 (Symbolic Interactionism) 介紹 a, c

Case A3 個案A3. 匯報及討論:

教學語言微調政策是否加強了有關「讀EMI班/學校才能出人頭地」的標籤效應?



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B. 教育哲學專題

B1. 西方人文教育傳統與當今教育：啟蒙理性的價值

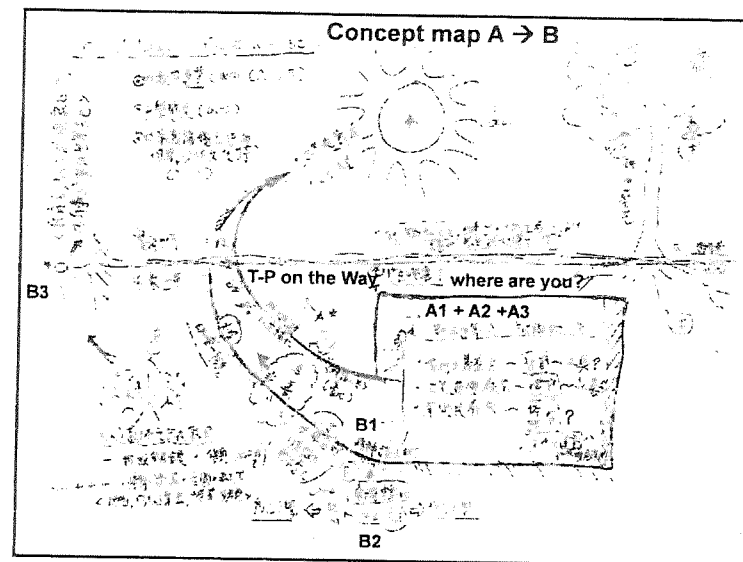
個案B1匯報及討論：柏拉圖的《洞喻》究竟和教育有何關係？ a, b, c

B2. 中國教育傳統與當今教育：性情教育的價值

個案B2. 匯報及討論：《新亞學規》(錢穆)反映了怎樣的教育理想？ a, b, c

B3. 五育與學生何干？學生的全面發展是教育最高目的嗎？

個案B3. 匯報及討論：蔡元培在《對於教育方針之意見》(1912)提出的五育觀的當代意義。 a, c



評估方法 Assessment

• 課題 A1-3; B1-3

a. 形成性 (Formative)

- 課後反思日誌 Reflective journals 及工作紙 worksheet
- 小組匯報及討論 group presentation (14%) = (12 group performance + 2 individual reflection)
- 功課大綱 essay outline (title, main points, 3 references - in a A-4 page)

b. 總結性 (Summative)

- Essay 一份約2500字的功課 (80%)，需是建立在「功課大綱」的基礎上的心血結晶，以反映學員在「認識教育的視野」以致「對教育事業的承擔」方面的「更新」。望學員勿草率交代了事，於己無進益也。
- Final reflection 三篇總結性個人反思(6%)，字數不限，甚至亦可以其他方式如錄音、詩、圖象等表達(並附短文句說明)，附在您的功課文章之後，或分開交。反思主題為個人完成本單元後對「三種更新」的逐一體會、分享(主要看大家的分享深度，並非看大家異口同聲的說「有進步」。並希望同學用例子說明有關轉變)(6%)：
 - (a) 對教育事業的承擔(2%); (b) 求學的習慣(2%);
 - (c) 認識教育的視野(2%)

教學總結 問卷調查

- 本組別教學特色
- 本組別導師將以「結果為本學習 (outcome-based learning)」取向組織此單元，並根據其教師教育哲學立場，建議學員將在下列三個方面應有一定的更新：
- 對教育事業的承擔
- 求學的習慣
- 認識教育的視野
- 我們將在課堂內外嘗試建立一種共同探討、互相砥礪的求學氛圍，讓大家都上述三方面有所進步。

1. 請評價本人教本單元之成效- 及具體困難
2. 具體而言，您可以逐一評價您個人在三方面的「更新」有何成效，並說明一些具體困難：
 - 對教育事業的承擔
 - 求學的習慣
 - 認識教育的視野
3. 舉出在此單元最深刻的一個片段，並試談談您的體會
4. 本人所用的教材：閱讀材料、工作紙、課後反思等
5. 本人營造之學習氣氛
6. 個人對本單元之「意義」有何評價
7. 本單元已結束，若導師及您都期待有一些跟進活動，您有何建議？

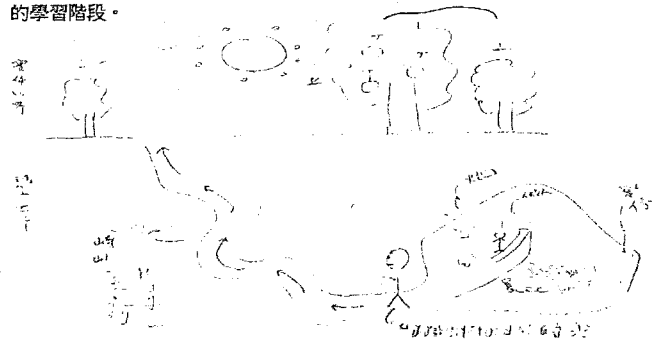


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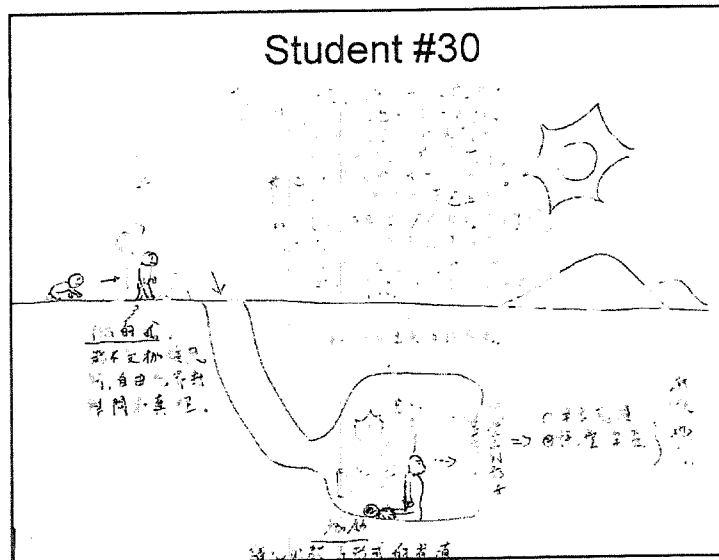
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Student #31

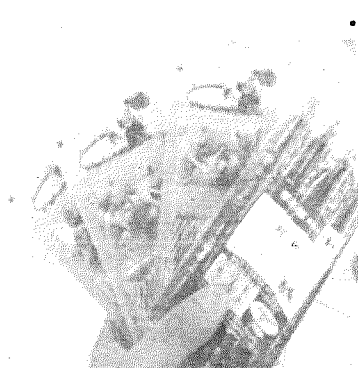
無疑，要在短短十三節課中完全消化老師所教的知識，是一件挺困難的事。但很開心的是我學會經常反思自己的過去。總的來說，是次課堂讓我得到很多書本裡沒有的知識，啟發了我對「教育」的看法，但願往後的孩子能脫離「考試」的約束，成為真正的「學習者」。以下請容許我以一幅簡單的圖像來總結我現在的學習階段。



Student #30



Student #32



- 教育就是薪火相傳的工作，只要我帶著一枝已燃點的蠟燭，我便可以燃亮起不同的蠟燭。所以我應該先為自己「解鎖」，才可以為學生「解鎖」者。老師是影響學生深遠的人物，所以一言一行對學生都是重要的。我必須承擔薪火相傳的責任，儘管每一蠟燭是長或短，即每位學生都有自己的長處或短處，我也要把學生燃亮起來，讓他們發光發亮、盡展光芒，就是發揮他們所長，再讓他們把教育事業的承擔傳授下去。

Reflection on 'assessing'

the self-transformation of 'sense of vocation'

- It is a personal orientation toward one's profession: observed in dialogue, self-reflective journals, essay → how to differentiate 'lip-service' from genuine claim? → continuous personal communication/dialogue
- Relational element: Am I a model?
- Where can we find good vs bad model teachers? Biographical elements in teaching, current affairs
- A1: 教師侵犯小五生(9); → a
信不信我擲你落街(14) → a
- A2: 差利的工廠生活與我們有甚麼關係? (7)
- A3: 誘小男生肛交 教師囚6年半 (13) → a
- → (Self-)assessment: pre-, and post-test? Items?



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Student #1 on (a): Sense of Vocation

對教育事業的承擔：

在一個以成績掛帥的教育制度下，老師又要忙著應付一大堆行政工作，要培養、引導每一個不同的學生去迎合社會需要之外，又要幫助他們發展自身的興趣、教導他們要有良好的品德，任務艱巨，且十分需要時間。教師的工作壓力也會很大，其他人可能會回應，別那麼緊張，把它視為工作，做了就算，不需要這麼執著，他們的父母都理不了，那來你管呢，最重要每個月出糧等等輕率的說話。但教育真的能只是當成工作？如果大多數老師都抱著這一心態，共完成學校要求的工作，按著社會要求來辦事，忽略學生真正需要，那麼整個社會及下一代都因得過且過的言行而負上代價。故此，我認為老師應該要有責任感，對學生持著永不放棄的心是很重要的，明白自己所做的、付出的可能未必有回報，但仍然是值得的。

Student #10 on (a)

對教育事業的承擔

從前我以為老師有充足的備課，學生成績有所增長就是一位好老師。但幾經細嚼，我體會到「教育」乃每一位教師的職責，除了「教」學，更重要的是要「育」人，即關注學生身、心、靈的發展及成長。

在我看來，「教」是擔任老師的基本層次。每一位老師每天都按既定的中央課程或校本設計的課程在課堂上傳授知識及講解家課。而「育」是一個較高的層次，只因它沒有具體的課程目標和大綱，它是一個「隱性課程」。老師須用心了解不同學生的性格特性，用不同的方法接觸學生，讓他們相信你、接納你，願意伸出手讓你帶他一起走過一切險阻，分享他們的喜與悲，成為他們成長的同路人。

在這啓發下，我希望能做好「教育」的工作，教授學生學科知識外還能協助學生發揮所長及探索自我，活出屬於自己的豐盛生命，以達至「全人教育」的目標，為社會培養棟樑。

Student #22 on (a)

由此至終，我一直相信教育是為了讓學習者找尋自己，老師的職責是幫助學生找尋自我，而人有自我，才會擁有自己「真正」想追求的東西，此為靈魂覺醒之一步。會有人擁有靈魂，方向才有可能。然而，自覺何來？筆者認為知所止為必要前提，而道德、宗教等均可為可行之手段。

另一方面，二千多年來人們所追求一生心之所向的，所留下的，無論是柏拉圖的《理想國》、朱熹的《大學》，或其他經典，一直都在向位能夠展示的地方，但現今社會卻無人問津，亦不感到羞愧，竟在面對別人的苦心。因此，求光輝後乃我等畢生之使命。

由於教育事業任重且道遠，故本人仍在不斷思考我是否具備教師的專業素質？或是否真的想當一位教師？教師工作之壓力我能否承受？我會否誤人子弟，消費社會資源？基於目前之迷茫及不肯定，在此暫置在求對教育事業有宏遠及大大的承擔，暗下決心盡力而為之。

Student #10 on (b) Study habit

求學的習慣

從前求學只為成績、分數、升班，是「求學=求分數」的擁護者。平常上課只是為達出席率，根本未有思考課堂內容。而且，我知道「遊戲規則」，明白只要留心一個部分，學習該部分的知識就足以使我畢業。

但上過老師的課堂後，發現一個可笑的現象：一方面我們要求學生投入上課，而另一方面自己竟不能以身作則；我們一方面要求學生愉快學習，重視學習過程，但我們自己卻只求畢業，太諷刺！

我們要求學生「享受學習過程，不只著眼於分數」的同時，自己也應該拋開分數的包袱，好好享受課堂呢！

加2分也！



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覺得用的心看色，完的數量比，
我起相中紅，本書更本少，中
但慶幸的是，在四本當情投
還有的三讓，能全其情投
入的功課，我這份是好中
一功課，少我，好的看
這篇功課所引，用文章。

求學的習慣

「人之基本陋性」純屬借口，一個適用於任何時空的借口。誠然，天性不但既定我們的懶惰、貪心等「七宗罪」，還決定「生老病死」之過程。故此，人，從不完美，亦無完美之可能，然這意味我等不可思變，甚或揮霍、糟蹋自己的生命？「兩宜」不該是我們的選擇，求善如星、窮理如日，亦亦如也。

我思諸君之此，求諸德愛而有光輝矣，以致得貴也。是前，這可能是由於我對於種種所說，亦可能是我主懷疑，懷疑自己的能力、地位、行為等一切。無論如何，不問之行，始於足下，以後向前竟走好了。

- 認識教育的視野

現在明白這太狹窄，我們要以開放的思想及有反思的自覺，以學生為本，思考問題而非只盲目遵循學校的決定。

在九七前本港一統派，否認學校要「一統」高，專責生產優質勞工，專為不同階層而設，特別是在功利主義盛行在香港。在金錢為先的大前提下，學校的價值亦取決於其門戶地位及可資配，教育之意義便淪為下流之爭論。然而，知識又不單是功利的說教，校對對教師在學多大量的無酬勞，甚有喪失乃一大難題，因此才會有「學校乃工廠，教師乃上層服務」之說。

雖然我們的教育們在在都人自其發展與成長，然現今之教育限於兒女不
實，不少對於將來。今吾之視聽乃始於個人常感目前之局限。知我近于所期，
何我思思得而進，我思旁一直從沒思考，我思為何吾等健全之人在此繼續下
來而無所成。何我教育之力全無用？何我學生在學校裏托光誇？

而寧願小单元的崩解，「之前」的想法被擱置在得以被保護，如等放逐則指涉到被壓抑、壓制、壓迫和壓迫的國家機權等，對教育有干涉的政權。另一方面，亦視教育對有的「同質」與「異質」易於被社會之重要則是不容忽視。然然，教育之新不止於此，正如陳元之之「教育者，則立於現象世界，而有事於超越現象世界者也。正如《教育論》所指的「靈魂教育」，則是「把死尸搬進瞎子的車輪」¹⁰。筆者由此認為教育一途無所，而為這精神之教育則應「對教育者個人並無過高的希望，要不斷地追求教育實踐，日久必能，使教育者不失望，得人之使命而有所

Student #4 on (c)

我曾經以為教育事業只是讓小朋友得到知識，教導他們不明白的東西，灌輸他們正確的觀念。畢竟，我只是一個人，我能做到的就要用心教好我的補習學生／實習班別。實習的經驗，讓我真正知道教育並非一對一那麼簡單，學校和教育也存在著陰暗面。這個經驗令我覺得，當一個老師也只是當一份工作，自問盡好本份，多一事不如少一事。

從閱讀這個單元的文章，我知道教育的本質根本不在於課文知識的層次。教師要作為引導者的角色，啟發學生在人生方面的思考。讓我想起我曾經聽到我的老師說過：以生命影響生命。由珍惜自己生命成長開始吧！

給同學的信 (3) 固本培元 自強不息

- ...
- 「固本培元 自強不息」是我送給大家的畢業座右銘。中醫保存的中國傳統世界觀值得注意：「固本培元」要求我們好好「立本」才可「培養元氣」，身心健康地做人。這是每天的「為己之學」，「自強不息」的功課，「格」人事「格」知識，無不由真正的由衷的關懷感動開始，請您給自己留「空」，去真正用心去聆聽關懷讓您感動的「物」吧。看看「大學」和「新亞學規」仍是有啟發的。做人要「立本」才不致「空虛無根」，每天忙極而無所感動：活得像個人嗎？希望這種「大學學習觀」轉化您的生命，如此求己，對學生及身邊的伴侶家人朋友的關懷心態便會不同的了。
- 「固本培元」之中醫觀希望病人怎樣健康起來呢？在教育界及整個社會其實也不得不需要每個人去盡「固本培元」的基本責任，希望將來見到大家，都是健康的活生生的「大人」吧！
- 共勉之！李展華 2010年7月13日

學生的心聲...

- 李老師：
- Hi. I am Ricci. I can't imagine I will be a teacher within 3 weeks, and the staff meeting (preparation week) will start on 24/8.
- The new life is starting so soon and I am really looking forward to teach Visual Art!^I will keep what you inspire me during your lesson as my "soul medicine"~kaka~Hope this"Fire" can keep burning.
- 11/8/10
- 上完你的課後，我對教師的工作有一點覺悟：以前認為教師只是傳授知識的工作，但經過你的課、實習後，發現我心中的教師不應是這樣子的，本來我早已下定決心畢業後不會成為教師，但經過這次的覺悟後亦令我想到為教育這行業出一份力，想去用我有限的力量去改變我的學生。但可惜，當我有了這股衝勁去當教師時，學校卻不給我一個機會，令我不禁再次反思自己是否真係的不適合做教師。
- 由6月開始，寄出數不清的信，得到的只是少得可憐的面試機會，最後仍然未能得到一個教席，我感覺到我的心已經開始灰了。李老師，我可以怎麼辦？
- 學生 XXX
14/7/10

Some thoughts

- Assessment mode: formative + summative
 - encourage other ways of organizing materials and presentations?
 - e-portfolio to document one's development/transformations
 - encourage self-assessment?
- When students are awarded with marks...
- Low grade but becomes good teacher?
- From Year 4 to year 2 level 2 core course in 335 → changes in assessment only?
- Time and commitment to build up safe and trustful T-P relation
- Mass lecture + tutorials > individual teacher-class
- Accommodation with institutional constraints?
- Diversity among different groups in the same course



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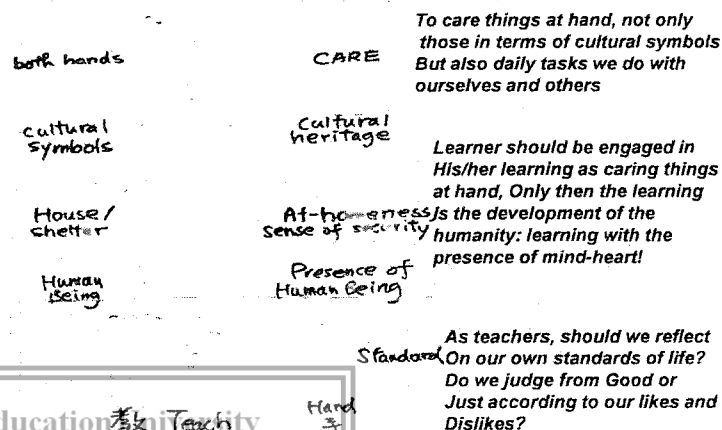
Back to two major concerns

- such re-organization of CILOs points to an **alternative OBL model** → *western-analytical-atomistic vs Chinese-holistic/organic/living/integrative model* → 西醫vs中醫
- On 'Relational cultivation (育)': needs continuous students' feedback → **develop positive teacher-student relation with strong self-reflective element to initiate "personalized learning" as constitutive in every good PS course** → teacher as role-model? → implications for aligning T&L activities, teaching contents and assessment modes
- 「一個也不能少」的OBL?
- 是誰肯花時間? Vs 師生之「交代遊戲」
- → **issue about searching for HKIEd teacher education (OBL) model.**

方向

- 本人探索一種「固本培元」的「中醫模式」。
- 名曰：「端正學風的OBL學教模式」也。
- 教學心得不知還有否機會積累下去，風雨飄搖，播種無處話收成。大言不慚，君子以友輔仁，在此分享本人之探索與憂慮。望指教！

餘話：「學」「教」同志群體 — 師生同游、弘揚大道



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