



A Project entitled

*Investigating the challenges of primary school teachers in teaching civic education
in General Studies*

Submitted by

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A Project submitted to The Education University of Hong Kong

for the degree of *Bachelor of Education (Honours) (Primary)- General Studies*

in April 2024

Declaration

I, *YU Chak Chau* declare that this research report represents my own work under the supervision of *Dr. PAN Suyan*, and that it has not been submitted previously for examination to any tertiary institution.

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22-4-2024

Abstract

Civic education has become increasingly vital in Hong Kong education as a result of escalating societal conflicts in recent years. Some voices in society urge that schools should actively enhance civic education so as to nurture good citizens and further resolve deep-rooted societal conflicts in the long run. A few years ago, the subject of ‘Liberal Studies’ in secondary schools was reformed into ‘Citizenship and Social Development’ to cultivate law-abiding citizens who make rational judgments. In the primary school stage, civic education is not a stand-alone subject, and this mission has fallen into the subject of General Studies (GS). However, not all GS teachers are experts or receive professional training in civic education. Consequently, they may suffer from various challenges in teaching citizenship. This paper examines the challenges teachers confront in teaching civic education among GS. Both the questionnaire (N=43) and semi-structured interviews are adopted to explore teachers’ perceptions towards teaching civic education among GS, as well as their challenges and coping strategies. The findings denote that GS teachers perceive civic education as not only helping students develop civic knowledge, values, and abilities but also the concept of global citizenship. In the research, four critical challenges GS teachers face in teaching citizenship are identified, while three have long been revealed in local and international literature. Additionally, five main coping strategies of GS teachers to address those challenges are highlighted.

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1. Introduction

In recent years, the standing of civic education has grown more prominent in Hong Kong under the rising dissension and conflicts within society. In the secondary school context, the subject of ‘Liberal Studies’ has been reformed into ‘Citizenship and Social Development’. It aims to attach the significance of positive values development, a sense of national identity, and learning the legal system so that students can have a deeper understanding of society, make law-abiding and rational judgments, and grow into accountable and dedicated citizens (Curriculum Development Council & Hong Kong Examinations and Assessment Authority, 2021).

In the primary school phase, General Studies (GS) is the major subject involving civic education out of all subjects studied. According to the GS curriculum guide, six key strands are covered, of which ‘Community and Citizenship’ takes a seat (Curriculum Development Council, 2017). This strand explicitly demonstrates its key role in GS, pointing out that this field is targeted to teach students about their rights and responsibilities as Hong Kong residents, and develop their capability to respect the rule of law (Curriculum Development Council, 2017). Even though GS teachers are the ones mainly in charge of teaching citizenship in primary education, their educational background and expertise are noteworthy. Typically, the majority of them do not receive relevant teacher training on teaching citizenship because GS may be just

another teaching subject for most of them. Numerous primary schools will assign the role of teaching GS to teachers of other subjects. In other words, GS may not be their field of profession and they teach it simply because of the school's requirements. Thus, this group of teachers may lack knowledge or concepts about citizenship education and possibly face various challenges in teaching citizenship.

As seen by the reform of Liberal Studies and emphasis on teaching citizenship in GS, civic education is indisputably a centerpiece in social studies classes. Upon this, understanding the challenges teachers confront in civic education becomes imperative. Regarding the teachers' aspect, this research serves to identify their challenges so that appropriate strategies can be proposed in hopes of fostering their teaching in a more effective way. Consequently, it enhances GS teachers' self-efficacy and teaching effectiveness in civic education. In fact, this topic not only has direct influences on teachers but also on students and the whole society since these three parties are inextricable when it comes to civic education. As the challenges teachers encounter may potentially affect their teaching quality, understanding the current situation to help them overcome those challenges may enhance their ability to teach, leading to a more positive outcome for students and society. In terms of students, potent citizenship learning allows them to develop a sense of citizenship and understanding of their roles in their communities, societies, countries and even human society (Curriculum

Development Council, 2017). Hence, students will flourish as good citizens as a result of understanding not only their rights and obligations but also the means and ability to enjoy and fulfill them (Lee, 1988). As for society, effective civic education increases civic engagement awareness among students (Chong et al., 2020). They will recognize their civic duty to engage in different civic practices, like voting and volunteering. In the long term, students are better prepared to lead responsible lives as citizens, which ultimately benefits society and promotes social development.

Civic education is a core domain in value education, which offers students all-round learning experiences that help nurture their whole-person development (Education Bureau, 2022). Due to the impacts of challenges on GS teachers and subsequent unfavorable implications on students and society, the results of this research will help understand GS teachers' challenges so as to improve their teaching in civic education.

2. Research Questions

The research will investigate the challenges of primary school teachers in teaching civic education in General Studies. It is intended to answer the subsequent research questions specifically:

1. How do General Studies teachers perceive the teaching of civic education in General Studies?
2. What challenges do General Studies teachers confront in teaching civic education

and in what ways will they act in order to cope with those challenges?

3. Literature Review

3.1. Definition of Civic Education

The term ‘civic and citizenship education’ is generally defined as attaining civic-related outcomes, with the goal of ensuring that learners grow into active and responsible citizens who make contributions to their society’s growth and well-being (Isac et al., 2011). These outcomes are usually categorized into three key aspects: civic knowledge, skills, and dispositions (Torney-Purta & Lopez, 2006; Wong et al., 2017). According to Davies (2014), a high-quality civic education equips students with knowledge, skills and understanding, which together encourage full and active participation in society.

3.2. Key Challenges to Civic Educators in the Literature

A number of international and local research indicate some common challenges teachers face in teaching citizenship. Predominantly, three critical points are highlighted by scholars.

3.2.1. Insufficient Relevant Training

Citizenship has integrity which makes citizenship lessons vary from other subjects (Llewellyn & Gearon, 2014). Undisputedly, civic education is a specialized topic that calls for teachers with specialized training. Nevertheless, research on civic education often reveals that civic teachers receive inadequate training for curriculum execution and professional development (Justine & Magasu, 2022). Without proper training, it

leads to deficiencies in effective pedagogical strategies of civic teachers. Based on the study by Magasu et al. (2020), unproductive teaching approaches are often discovered among citizenship teachers. Many civic educators still employ the conventional teaching approach, which is teacher-centered, to deliver citizenship lessons. Yet, the importance of civic lessons to be student-centered has long been extensively identified in the literature (Martens & Gainous, 2012; Llewellyn & Gearon, 2014).

Apart from ineffective pedagogical strategies, lacking relevant training also results in a deficit of civic expertise. Niemi and Smith (2001) particularly argue that political science training is required for civic teachers since they must better understand politics so as to better teach about it (Niemi & Junn, 1998). In many places, civic education serves as a component of the integrated social studies curriculum rather than a separate subject. In the context of Hong Kong primary education, the mission of citizenship learning has fallen into GS. However, not all social studies educators responsible for teaching citizenship are experts or have a strong background in politics or civics (Martens & Gainous, 2012). Under the limited understanding and pedagogies of citizenship caused by a shortage of training, many civic teachers themselves also have difficulties and struggle to carry out an effective civic education.

3.2.2. Selecting Appropriate Teaching Resources

To reach the outcomes of citizenship, the role of teaching resources is highlighted by

Llewellyn and Gearon (2014). From their perspective, they argue that filtering to choose the most appropriate teaching resources among an exaggerated amount is a dominant issue in teaching citizenship. Added by Chong (2018), the teaching resources of civic education are complicated; therefore, many civic teachers in Hong Kong do not know what or how to teach their students. They may even encounter frustration in selecting materials that can be comprehended by their students at ease.

3.2.3. Reluctant or Fear to Touch Controversial Issues

A requisite constituent of civic education is probing controversial issues (Cowan & Maitles, 2012; Llewellyn & Gearon, 2014) since it gives students room to participate in citizenship learning critically and cultivates their critical literacy ability (Cremin & Warwick, 2014). In spite of the significance of controversial issues in civic education being recognized by scholars, the research from Lee (1999) finds that teachers in Hong Kong usually steer clear of politically sensitive issues and rarely explore the ideas of politics when delivering civic education. Rather, they tend to focus on general topics like environmental preservation or societal affairs. In fact, this phenomenon can be explained by the findings of Wong et al. (2019). Based on their study, it is found that social and political factors have adverse effects on civic teachers. Generally, teachers avoid touching controversial and sensitive political issues in citizenship teaching because they are worried about political persecution and want to stay away from

parental complaints. Their study simultaneously discovers that teachers will even be reminded by school headmasters to be cautious about teaching political and sensitive topics in some cases. As also noticed by Chong et al. (2022), some teachers may be concerned with possible conflicts with students. Practically speaking, politics is always sensitive in Hong Kong schools (Fok, 1997). Under great pressure from different parties, civic educators may hesitate to teach due to the content's sensitive and controversial nature (Chong, 2018). For civic educators, they may encounter great challenges if it is expected to cover controversial issues in the citizenship classroom (Chong et al., 2022). Especially in the circumstances of Hong Kong, Fok (1997) contends that it will be doubly challenging to execute effective civic education in schools.

4. Research Aim

4.1. Research Gaps

Upon a review of the literature, two key research gaps are identified. Although several studies investigate the challenges Hong Kong teachers confront in teaching citizenship, most focus on the condition in secondary schools instead of the primary level and GS teachers. More importantly, much of the research related to civic education in Hong Kong is from more than a decade ago. It is worth heeding that society has put greater expectations toward civic education due to the social contradictions and conflicts in recent years. It is believed that the challenges that civic teachers encounter will also

alter accordingly. Therefore, it is necessary to understand the present-day challenges of civic educators, especially in the field of primary schools and GS, which has long been overlooked in the past.

4.2. How this research helps fill the gaps

After understanding the challenges that GS teachers currently face in teaching citizenship and what actions they used to take for addressing those challenges, appropriate and better alternatives can be recommended so that they can enhance their teaching in civic education.

5. Methodology

5.1. Research Methods and Design

To obtain comprehensive dimensions of data, this study adopts a mixed methods research design, which collects both quantitative and qualitative data. Quantitative data on GS teachers' perceptions towards teaching civic education and their potential challenges in teaching citizenship among GS are collected with a questionnaire. On the other hand, qualitative data are gathered through individual interviews to explore teachers' perceptions, challenges, as well as their coping strategies to challenges they confront in civic education among GS.

5.2. Data Collection and Analysis

5.2.1. Questionnaire

In the study, the questionnaire is designed through Qualtrics using a researcher-

designed 6-point Likert scale (Appendix A), from 1 (strongly disagree), 2 (disagree), 3 (somewhat disagree), 4 (somewhat agree), 5 (agree), to 6 (strongly agree). For the sampling strategy, a hyperlink and QR code are generated to distribute the questionnaire to teachers with different seniority and backgrounds in the researcher's teaching practice schools and the researcher's personal network. To answer Research Question 1 and 2, the questionnaire is separated into six key aspects: civic education attributes, teaching resources, teaching autonomy, professional training, school administration, and self-efficacy.

In total, 43 questionnaires are collected. IBM SPSS software is utilized to analyze the collected data. In particular, it is used to generate descriptive statistics, and conduct factor analysis, One-way ANOVA and Independent Samples T-test.

5.2.2. Interviews

After collecting quantitative data from the questionnaire, semi-structured interviews are held individually with 3 current General Studies teachers in local primary schools to obtain more comprehensive data on Research Question 1 and answer Research Question 2. The three interview sessions are conducted through Zoom and audio-recorded for analysis. In terms of the sampling strategy, GS teachers from different teaching positions, educational backgrounds, school types and varied levels of seniority in teaching are invited. Teacher A is a GS teacher who studied for a GS education

degree, with 1 year of teaching experience in a private primary school. Teacher B is a GS teacher who does not study for either GS education or social science related degree, with 4 years of teaching experience in a subsidized primary school. While Teacher C is a GS Panel Head who studied for a GS education degree, with more than 10 years of teaching experience in a private primary school. Through this, the perceptions of teachers from different backgrounds are collected.

In the interview, participants are firstly asked about their perceptions towards the teaching of civic education. One such open-ended question is, ‘Civic education is a critical part of General Studies. So, what is civic education to you?’ Then, they are invited to express their thoughts on the challenges in teaching civic education by questions like ‘Could you share some challenges you currently encounter in teaching citizenship?’ and ‘What do you think are the common challenges in teaching civic education among GS teachers?’ Finally, they share how they act in order to cope with the challenges via questions like ‘What actions would you take to overcome those challenges?’

For data analysis, the audio recordings of interviews are first transcribed verbatim after the interviews (Appendix B, C & D). Followed by transcriptions, the Grounded Theory approach is adopted to analyze the interviews. Open coding, axial coding and selective coding are carried out step by step.

6. Findings

6.1. Findings of Quantitative Data

6.1.1. GS Teachers' Perceptions towards Teaching Civic Education

The findings on how the respondents perceive civic education among GS are shown in Table 1. It can be seen that the overall mean scores of six statements are generally high, with the mean scores of all six statements greater or equal to 5.

Table 1. Descriptive Statistics for GS Teachers' Perceptions towards Teaching Civic Education among GS (N=43; Scale from lowest 1 to highest 6)

Statement	Mean	SD
1. Civic education is about letting students understand and practice their rights and responsibilities as citizens.	5.37	.725
2. Civic education is about cultivating students into active citizens who contribute to society's growth and well-being.	5.35	.720
3. Civic education is about delivering the concepts of democracy, freedom, justice and the rule of law, equipping students with the ability to fulfill them.	5.00	1.00
4. Civic education is about letting students understand the law and political system.	5.19	.732
5. Civic education is about letting students understand the history, culture and current situation of society.	5.28	.797
6. Civic education is about cultivating students' sense of identity and belonging to the nation.	5.16	.974

To better understand the teachers' tendency toward civic education focus, six statements on civic education attributes are categorized into two groups. Group 1 ($\alpha=.771$)

comprises three statements focusing on cultivating students' abilities related to citizenship practicing, while Group 2 ($\alpha=.741$) comprises the other three statements focusing on strengthening students' citizenship-related knowledge and values. Table 2 shows the mean scores and SD of the two groups. Based on the findings, the mean scores between the two groups are fairly close, with only less than 0.1 difference.

Table 2. Descriptive Statistics for GS Teachers' Perceptions towards Teaching Civic Education among GS

Group	Statement	Mean	SD
1 Cronbach's Alpha (α) = .771	1. Civic education is about letting students understand and practice their rights and responsibilities as citizens.	15.7209	2.05085
	2. Civic education is about cultivating students into active citizens who contribute to society's growth and well-being.		
	3. Civic education is about delivering the concepts of democracy, freedom, justice and the rule of law, equipping students with the ability to fulfill them.		
2 Cronbach's Alpha (α) = .741	4. Civic education is about letting students understand the law and political system.	15.6279	2.04734
	5. Civic education is about letting students understand the history, culture and current situation of society.		
	6. Civic education is about cultivating students' sense of identity and belonging to the nation.		

Table 3 demonstrates factor analysis findings about the six statements regarding

teachers' perceptions towards teaching civic education among GS. As shown in the results, it is suggested that the six statements should be considered as one component ($Total=3.792>1$) instead of separating the statements into two components ($Total=.827<1$).

Table 3. Factor Analysis for Six Statements on GS Teachers' Perceptions towards Teaching Civic Education among GS

Component	Total
1	3.792
2	.827

6.1.2. Civic Education and Teaching Resources

The analysis of teaching resources is separated into three parts: Quantity, Quality and Differences in teaching resources provided to GS teachers between different school types.

I. Teaching Resource Quantity

From Table 4, it is found that the mean scores of four statements related to teaching resource quantity are in a close range and fairly high, with the mean scores of all four statements greater than 4.

Table 4. Descriptive Statistics for Teaching Resources Quantity in Civic Education among GS

Statement	Mean	SD
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1. I think the Education Bureau and other official departments of the Hong Kong Government have provided sufficient teaching resources to help General Studies teachers execute civic education.	4.42	1.074
2. I think the textbook publishers in Hong Kong have provided sufficient teaching resources to help General Studies teachers execute civic education.	4.33	.919
3. My working school has sufficient teaching resources to help me teach civic education related topics in General Studies.	4.49	1.121
4. In general, I think the present teaching resource for civic education is sufficient.	4.23	1.151
All four statements above ($\alpha = .892$)	17.4651	3.71835

II. Teaching Resource Quality

Table 5 demonstrates the mean scores of four statements about teaching resource quality.

Noticeably, the mean score of statement 3 (=3.84) about whether the respondents can easily access high-quality teaching resources for civic education is much lower.

Table 5. Descriptive Statistics for Teaching Resources Quality in Civic Education among GS

Statement	Mean	SD
1. I think the existing teaching resources for civic education are easy to use.	4.44	.934
2. I think the present teaching resources can effectively help me achieve learning outcomes (i.e. civic knowledge, skills and dispositions) of students.	4.40	1.072
3. I can easily obtain high-quality teaching resources for civic	3.84	1.022

education.		
4. In general, I think the present teaching resource for civic education is high-quality.	4.02	1.185
All four statements above ($\alpha = .940$)	16.6977	3.89465

III. Differences in the Civic Education Teaching Resources Provided to GS Teachers between Different School Types

Table 6 displays the frequency and percentage of the working school types among the questionnaire respondents. Based on the statistics, the majority of questionnaire respondents are from subsidized schools (79.1%), while there is limited data collected from respondents working in government schools (4.7%), DSS schools (11.6%) and private schools (4.7%).

Considering the low frequency of the three school types, government schools and subsidized schools are gathered as a group, while DSS schools and private schools are gathered as another group to conduct the comparison. In accordance with the result shown in Table 7, the mean difference between the two groups is -1.294, with the two-sided p value $< .001$ ($p < .05$), which implies a significant difference in teaching resources provided to GS teachers between the two groups of schools.

Table 6. Descriptive Statistics for the Working School Types among Questionnaire Respondents

School Type	Frequency	Percent
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Government School	2	4.7
Subsidized School	34	79.1
School under Direct Subsidy Scheme (DSS School)	5	11.6
Private School	2	4.7
Total	43	100.0

Table 7. Independent Samples T-test result for Comparing Civic Education Teaching Resources Provided to GS Teachers between the Two Groups

Statement	School Type	N	Mean	<i>t</i>	Two-sided <i>p</i>	Mean Difference
My working school has sufficient teaching resources to help me teach civic education related topics in General Studies.	Government School + Subsidized School	36	4.28	-4.771	< .001	-1.294
	DSS School + Private School	7	5.57			

6.1.3. Civic Education and Teaching Autonomy

The mean scores and SD of six statements about teaching autonomy are displayed in Table 8. It is discovered that statements 5 (=3.72) and 6 (=3.58) get particularly low mean scores among six.

Table 8. Descriptive Statistics for Teaching Autonomy in Civic Education among GS

Statement	Mean	SD
1. I can freely decide on the student learning objectives for a citizenship lesson.	4.16	1.290

2. I can freely decide on learning activities for a citizenship lesson.	4.42	1.118
3. I can freely allocate resources and select teaching materials for a citizenship lesson.	4.16	.998
4. I can freely decide on pedagogies and approaches for a citizenship lesson.	4.60	.929
5. I can freely decide on assessment procedures and tools for a citizenship lesson.	3.72	1.315
6. I have autonomy in planning the curriculum for civic education.	3.58	1.096
All six statements above ($\alpha = .930$)	24.6512	5.84679

Table 9 shows the Independent Samples T-test results about the differences in the civic education teaching autonomy of GS teachers between different school types. Again, government schools and subsidized schools are gathered as a group, while DSS schools and private schools are gathered as another group to conduct the comparison due to the low frequency of the three school types. From Table 9, it can be seen that although there is a considerable mean difference between the two groups (-4.17063), the two-sided p is .224 ($p > .05$), which means there is no significant difference between the two groups.

Table 9. Independent Samples T-test result for Comparing Teaching Autonomy in Civic Education of GS Teachers between the Two Groups

Statement	School Type	N	Mean	t	Two-sided p	Mean Difference
All six statements	Government School +	36	23.9722			

about teaching	Subsidized School			
autonomy			-1.334	.224
	DSS School +	7	28.1429	-4.17063
	Private School			

Table 10 shows the frequency and percentage of the teaching positions among the questionnaire respondents. As seen from the statistics, the position of most questionnaire respondents is GS teacher (93%), whereas just a tiny part of them is GS Panel Head or Vice Panel Head (7%). For PSMCD, school principal or vice-principal and member in moral and civic education committee, no response to the questionnaire is collected from respondents in these positions.

In Table 11, the Independent Samples T-test results about the difference in the civic education teaching autonomy of GS teachers between different teaching positions are demonstrated. As only the data from GS teachers and GS panel heads or vice panel heads are collected, therefore the comparison can only be conducted between these two groups of respondents. Table 11 lists out the mean difference between the two groups ($=-3.6000$). However, given that the value of the two-sided p is .360, which is greater than .05, it means that there is no significant difference between the two groups.

Table 10. Descriptive Statistics for the Teaching Positions among Questionnaire Respondents

Teaching Position	Frequency	Percent
GS Teacher	40	93.0

GS Panel Head or Vice Panel Head	3	7.0
Primary School Master/Mistress for Curriculum Development (PSMCD)	0	0
School Principal or Vice-Principal	0	0
Member in Moral and Civic Education Committee	0	0
Total	43	100.0

Table 11. Independent Samples T-test result for Comparing Teaching Autonomy in Civic Education of GS Teachers between Different Teaching Positions

Statement	Teaching Position	N	Mean	<i>t</i>	Two-sided <i>p</i>	Mean Difference
All six statements about teaching autonomy	Teacher	40	24.4000	-1.128	.360	-3.6000
	GS Panel Head or Vice Panel Head	3	28.0000			

6.1.4. Civic Education and Professional Training

The findings on professional training in civic education among GS are shown in Table

12. Among the five statements, the mean score of statement 3 (= 3.02) is conspicuously lower than the other four.

Table 12. Descriptive Statistics for Professional Training in Civic Education among GS

Statement	Mean	SD
1. I think the professional development training for civic education offered by the EDB is sufficient.	4.07	.936
2. I think the professional development training for civic	3.60	1.137

education offered by the EDB is helpful.		
3. I think General Studies teachers are adequately trained on how to teach controversial political topics.	3.02	1.263
4. My working school provided sufficient opportunities for professional sharing to support high-quality civic education.	3.86	1.104
5. I think the pre-service General Studies teachers have sufficient training in delivering civic education in the future.	3.91	1.087
All five statements above ($\alpha = .868$)	18.4651	4.48993

6.1.5. Civic Education and School Administration

Table 13 demonstrates the mean scores and SD on the three statements about school administration in civic education among GS. In respect of the three statements, low mean scores are observed in statements 1 (=3.47) and 3 (=3.21).

Table 13. Descriptive Statistics for School Administration in Civic Education among GS

Statement	Mean	SD
1. My working school encourages students to participate in school administration (e.g., revising school rules together, etc.) for civic learning.	3.47	1.241
2. My working school encourages students to participate in different school activities (e.g., student council elections, class monitor voting, etc.) to experience and learn civic rights and responsibilities.	4.60	1.094
3. My working school encourages General Studies teachers to discuss sensitive and controversial topics with students rationally in the lesson as part of civic learning.	3.21	1.146

All three statements above ($\alpha = .704$)	11.2791	2.76307
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Table 14 displays the Independent Samples T-test results about the difference in the school administration in civic education among GS between the two groups. Despite a great mean difference between the two groups (-3.07937), the two-sided p is .114, which is greater than .05, indicating no significant difference between the two groups regarding the school administration.

Table 14. Independent Samples T-test result for Comparing School Administration in Civic Education among GS between the Two Groups

Statement	School Type	N	Mean	t	Two-sided p	Mean Difference
All three statements about school administration	Government School	36	10.7778	-1.823	.114	-3.07937
	+ Subsidized School					
	DSS School	7	13.8571			
	+ Private School					

6.1.6. Civic Education and Self-Efficacy

The findings about self-efficacy in civic education among GS are presented in Table 15.

Based on the data, statement 2 (=3.81), statement 3 (=3.23) and statement 7 (=3.74) got a much lower mean score than the other four. Out of 43 questionnaires collected, there is one missing response for statement 4 (N=42), with only the data of 42 responses being gathered.

Table 15. Descriptive Statistics for Self-Efficacy in Civic Education among GS

Statement	N	Mean	SD
1. I am confident in teaching social topics (e.g. cultures, economies, environments and media communication).	43	4.67	.892
2. I am confident in teaching political topics (e.g. rights, constitution, political systems and democracy).	43	3.81	1.296
3. I am confident in teaching sensitive and controversial topics.	43	3.23	1.250
4. I am confident in developing students' ability to think, analyze and judge independently.	42	4.74	.798
5. I am confidence in fostering students' sense of belonging to Hong Kong and China.	43	4.14	1.125
6. I am confident in creating a democratic classroom climate.	43	4.05	.999
7. In general, I am confident in teaching citizenship.	43	3.74	1.049
All seven statements above ($\alpha = .888$)	42	28.2857	5.81539

Table 16 describes the statistics for years of teaching experience among questionnaire respondents. Table 17 compares the mean difference in self-efficacy of GS teachers between different years of teaching experience. Based on the results, the mean difference between teachers with less than 3 years of teaching experience and teachers with more than 10 years of teaching experience is -6.65079^* , with a significant level of $.009 (< .05)$. Therefore, it indicates that teachers with more than 10 years of teaching experience have higher self-efficacy than those less than 3 years of experience.

Table 16. Descriptive Statistics for Years of Teaching Experience among Questionnaire Respondents

Years of Teaching Experience	Frequency	Percent
Less than 3 years	21	48.8
3-9 years	13	30.2
10 years or above	9	20.9
Total	43	100.0

Table 17. Multiple Comparisons for Differences in the Self-Efficacy of GS Teachers between Different Years of Teaching Experience (One-Way ANOVA)

		Mean Difference	Sig.
Less than 3 years	3-9 years	-3.34524	.266
	10 years or above	-6.65079*	.009
3-9 years	10 years or above	-3.30556	.494

Table 18 shows the statistics for the educational backgrounds of questionnaire respondents. In Table 19, it compares the mean difference in self-efficacy of GS teachers between respondents with different educational backgrounds. Based on the result, there is a low mean difference (.14423) between the two groups of teachers.

Table 18. Descriptive Statistics for the Educational Backgrounds of Questionnaire Respondents

Educational Background	Frequency
Study a General Studies education or social science-related degree in university	16

DO NOT study a General Studies education or social science-related degree in university	26
Total	42

Table 19. Independent Samples T-test result for Comparing Self-Efficacy in Civic Education among GS between the Two Groups

Statement	Educational Backgrounds	N	Mean	<i>t</i>	Two-sided <i>p</i>	Mean Difference
All seven statements about self-efficacy	GS education or social science-related degree	16	28.3750	.090	.929	.14423
	Non GS education or social science-related degree	26	28.2308			

6.2. Findings of Qualitative Data

6.2.1. GS Teachers' Perceptions towards Teaching Civic Education

I. Understanding the Society and Making a Contribution Ultimately

The interview data shows that a key component of civic education is helping students understand society. Interviewees believe that students should get to know their home country or living place and its history.

“Or they may, Er, learn about their home country, their place of residence....I think that even learning about the history should also be considered as a part of the contents in civic education.” (Teacher A)

Meanwhile, students should understand the rules, rights and responsibilities as a citizen.

“It can be letting students recognize what rights they have, and also what obligations they need to abide by.” (Teacher A)

“If you ask me what civic education is about The person, Er, has to know some rules of society or some rules they should follow, so a subject like that.” (Teacher C)

Ultimately, it enables students to become citizens who will contribute to society’s development in the future.

“I think the ultimate goal of civic education is to develop children into citizens who can contribute to the development of society.” (Teacher A)

II. Develop the Concept of “Global Citizenship”

From the interviewee’s perspective, the concept of “Global Citizenship” should be developed for students in civic education. They claim that civic education should help students get to know more about the world, develop an identity of global citizenship and fulfill responsibilities as global citizens.

“Or even learn about the world, because now there is a concept called global citizenship” (Teacher A)

“I think civic education is about the person’s identity and the interaction between them and the environments he may actually be a citizen of the world.” (Teacher C)

“I think citizenship doesn’t only mean that he is a citizen of a certain place. Rather, I think that even if he goes to a certain place, he should fulfill his responsibilities as a citizen. It doesn’t mean that if he left Hong Kong, left China, or traveled to other countries, he doesn’t need to fulfill his responsibilities as a citizen. So, I think the concept of citizenship is global. It should not be limited to a region, city, or country. It should be applied worldwide, and I consider it citizenship.” (Teacher B)

6.2.2. Difficulties to GS Teachers in Teaching Civic Education among GS

I. Hard to Teach History, Legal Systems, and Political Systems

Interviewees report that they often suffer from teaching history, legal systems, and political systems when conducting civic education. They think the dull content of these topics results in students' low learning motivation and interest. In these topics, some terms and concepts are also overly abstract for students.

"I think the biggest (challenge) may be how to arouse students' interest when teaching history or legal systems related topics. I think there are two types of students. The first type is very interested in some historical events, and the other type is not interested at all.....So, how to help students who are not interested in history to participate actively in the class, I believe it is difficult." (Teacher A)

"I think teaching junior primary students about the political system is quite difficult. Because I think, Er, we need to talk about some very concrete examples. For example, maybe talk about, Er, what "one country, two systems" is. Oh, Er, Traditional and Simplified Chinese characters.....using those examples to talk about it. So..... it is more specific. But if you want to explain it very deeply, I think it is a bit difficult. Er, how to truly understand "one country, two systems", I think it really needs to wait until they are in grade 6 or secondary schools." (Teacher C)

"Another boring topic, Er, I personally think, maybe the contents of legal systems. At that stage, they may not understand why there are such laws. Maybe..... Er, for example, "one country, two systems" is a kind of topic. These concepts are in fact a little bit abstract to them. So, when they think that the concepts are abstract, they may not be interested in them." (Teacher A)

II. Insufficient Teaching Resources on Delivering the Concept of "Global Citizenship"

As noted by the interviewees, there is a lack of well-integrated and well-standardized

teaching resources in teaching the concept of global citizenship. However, it is anticipated that more relevant resources will be published by the government after the split of GS.

“In fact, in General Studies, Er, it mainly focuses on knowing our country, the history of Hong Kong, and its related knowledge. But for the concept of global citizenship, there will be a lack of well-integrated or well-standardized teaching materials in this area.” (Teacher B)

“Because you know that the General Studies subject will be split into Humanities and Science, so I believe that in the future, the resources will be more abundant.” (Teacher A)

III. Low Effectiveness of Professional Teacher Training in Civic Education

The low effectiveness of professional teacher training is summarized based on the interview data. It is pointed out that the duration of relevant workshops is too short, which only helps teachers develop a basic understanding of civic education. More importantly, an interviewee asserts that the content of teacher training is not helpful for their teaching.

“There are some workshops on the E-Service of Education Bureau. If you say whether the time is very long, of course, it is not. It may be about two to three hours or even one hour for a workshop. But if you say whether it helps a lot, I think it at least gives teachers a preliminary understanding..... However, if the content is more specialized, then the workshop may only help the teacher a bit, but really not much.” (Teacher A)

“I think sometimes, the contents of some training, like symposiums, are too abstruse. I mean, the symposium’s contents may be more likely for adults but not

suitable for us to transform into teaching children.” (Teacher C)

IV. Teachers Lack Sufficient and Correct Subject Knowledge of Citizenship

A real example conveyed by an interviewee reveals a phenomenon that some GS teachers themselves may also possess an incorrect and shallow understanding of civic concepts and knowledge.

“But in some cases, I think, Er, maybe the biggest problem is that sometimes when teaching, Er, whether you really understand this subject well. I think some teachers really do not. Maybe, when he starts teaching, he may realize that some of his concepts are a bit different. Take the district council as an example. Some teachers told me that the district council is a Union..... Another example, Er, many people will think that the Legislative Council is a part of the government, but actually it is not the case. We know there is a separation of three powers in Hong Kong. So, I think some teachers may only watch a lot of news, but when they start teaching, they will realize some concepts they used to have may not be correct.” (Teacher C)

V. Fear to Discuss on Controversial or Sensitive Issues with Students

It is discovered that GS teachers may be worried about complaints from parents due to the sensitive nature of some topics and issues. In the interview, the negative attitude of schools toward discussing controversial or sensitive issues with students is also highlighted. However, an interviewee contends that such fear and concerns may also possibly originate from teachers themselves instead of pressure from any parties.

“In fact, because some topics are indeed relatively sensitive now, like mentioning social conflicts.” (Teacher A)

“An example I have heard is that, Er, parents would make complains. Because the

political stance was quite controversial at that time, I think you know what it means.” (Teacher A)

“Especially the atmosphere was so tense then, there was a chance parents would complain. So, I think it is a relatively big reason that makes teachers do it (avoid discussing or mentioning controversial or sensitive issues).” (Teacher A)

“I think this (avoiding) should be the attitude adopted by most schools in Hong Kong because no one wants to get into trouble.” (Teacher A)

“I don’t think it (the pressure) comes from schools and parents. Instead, I think it comes from the teacher himself. I think he is overly self-regulated or self-restricted.” (Teacher B)

6.2.3. How GS Teachers Cope with Those Challenges

I. Adopting Diverse and Stimulating Teaching Resources

The application of photos or videos is a critical means for the interviewee in teaching citizenship.

“I think, Er, if it’s about history, I think more pictures from the past or some videos can be displayed to students because students will pay greater attention when there are videos to watch.” (Teacher A)

II. Link the Contents to Students’ life

To teach some abstract citizenship concepts, interviewees strive to explain and teach using daily life items. Concurrently, they link the contents to students’ daily life experiences.

“It can start with the currency and travel documents. Maybe they will, Er, travel or visit the Mainland using the Mainland Travel Permit or passport. These are

actually things that they will come across in their daily life, so I think we can start from this aspect.” (Teacher A)

“To learn civic education, I think it is easier to get started with the experience in daily life.” (Teacher C)

“Er, I may bring some examples that they may have experienced in their daily life. They may be involved in electing the class monitor or being elected to be the class monitor or other positions. So, they may, Er, understand the related concepts from some more daily examples and making some analogies.” (Teacher A)

III. Making Self-reflection

For the senior and experienced teacher, self-reflection on the pedagogical skills and the examples used are observed.

“It is necessary to ask myself, Er, what the things that I find difficult to explain are when teaching this topic.....In fact, Er, it’s a long journey. I think it’s hard to get instant improvements. But through my reflection every time, if I have to teach one more time, maybe sometimes I will adjust my examples, or the way of explaining, or further adjust the learning activity.” (Teacher C)

IV. Get Support from Senior Teachers and School Curriculum Leader

For the teacher with less teaching experience, they tend to seek advice and assistance from senior and experienced colleagues actively.

“Our school has some very experienced teachers. If I face difficulties, I usually tend to seek some advice from experienced teachers or the school curriculum leader to see if they have any experience to share. They are more familiar with some government teaching materials or government information, so they can provide more assistance to me.” (Teacher B)

V. Avoid Discussing Controversial Issues with Students

To avoid trouble and risk to teachers themselves and the school, they may try to brush over the discussion on controversial issues with students.

“In fact, because some topics are indeed relatively sensitive now, like mentioning social conflicts. Or even when mentioning certain topics, some students may take the initiative to ask you. And I think what most teachers do is to avoid crossing that red line. In many cases, they may just brush over it but won’t completely refuse to answer the student’s question.” (Teacher A)

“If there are opportunities for students and teachers themselves, or the school to get into trouble or at risk, I think this approach is actually normal.” (Teacher A)

7. Discussion

7.1. GS Teachers’ Perception of Civic Education in General Studies

Fundamentally, GS teachers regard civic education as the channel for equipping students with the abilities to practice citizenship and developing students’ citizenship-related knowledge and values, with the ultimate goal of enabling students to make positive contributions to society. As shown in Table 2, both Group 1 and Group 2 receive high mean scores with less than 0.1 mean difference. It indicates that GS teachers do not have a specific tendency to be either “action-oriented” or “knowledge-and-value-oriented” when it comes to civic education. Instead, they believe civic education should comprehensively cover all three domains: civic abilities, knowledge and values. In hopes of achieving this outcome, the qualitative data outlines that students have to first understand our society in civic education, such as its history or

rules, as well as their rights and obligations within it. In the long term, students are expected to turn into citizens who will contribute to society's development. These results align with the three strands of the civic competencies division regarding civic education raised by Torney-Purta and Lopez (2006), which include civic knowledge, skills and dispositions.

Interestingly, the qualitative findings notice that the concept of “global citizenship” plays an indispensable role in civic education. It is coincidental that three interviewees all bring up the idea of global citizenship in the interviews when they are asked about what civic education is to them. Although global citizenship is not a focus area in civic education among GS, which the concept and phrase have never appeared in the curriculum guide (Curriculum Development Council, 2017), GS teachers seem to be beginning to pay more attention to cultivating global citizens in their classrooms under the growing emphasis and discussion surrounding such notion. While the interviewees' viewpoint on developing the global citizenship concept is in line with what Tse (2007) highlights that citizenship education should not only be considered in local but also national and global contexts. From Blakenship's perspective (1990), he argues that it is significant that citizenship education builds world-mindedness among students. For certain scholars, they further claim that citizenship education is now even being

reinterpreted to educate young people to engage in a global society (Anderson, 1979; Becker & Anderson, 1980; Hahn, 1984).

7.2. Challenges General Studies Teachers Confront in Teaching Civic Education

Three common challenges indicated in the literature are revealed and supported in this research.

Regarding teaching resources, statistics in Table 4 demonstrate that there are somewhat sufficient teaching resources provided by government organizations, textbook publishers and respondents' working schools for teachers to deliver civic education among GS in general. Particularly, the results in Table 7 highlight that GS teachers in DSS and private schools have much greater resources than government and subsidized schools. In fact, this result is not out of expectation as these types of schools typically have greater resources to support teachers in their teaching. Despite the abundance of resources for citizenship, results reveal that teachers suffer from accessing high-quality ones, as shown in statement 3 of Table 5. This phenomenon can be explained by the perception of Llewellyn and Gearon (2014). They argue a core problem of teaching citizenship is that there is an enormous number of resources available, which makes it difficult for civic educators to select the most appropriate one. Although the prior literature and findings in this research manifest a vast amount of teaching resources for civic education, a specific problem of inadequate teaching resources for delivering the

global citizenship concept is identified from the qualitative data. Through the review of the GS Curriculum Guide (Curriculum Development Council, 2017), the concept of global citizenship seems to be overlooked in civic education among GS. As a result, even if some GS teachers, like Teacher B, have a strong intention and strive to convey the concepts of global citizenship, there is a lack of relevant teaching resources to support their teaching.

Insufficient training of civic educators has long been recognized in the literature (Justine & Magasu, 2022), with the identical findings shown in Table 12. Overall, respondents do not possess a highly positive attitude towards statements on professional training for civic education. The findings, especially for statements 2 and 3, illustrate the ineffectiveness of training offered by the EDB and the inadequate training provided to GS teachers for teaching controversial political topics.

Regarding statement 2, it can be explained by the responses from interviewees when they are asked about teacher training in civic education. As stated in the qualitative data, Teacher A draws attention to the short duration of workshops that only allow teachers to develop a basic understanding of civic education swiftly. Added by Teacher C, he contends that the content covered in teacher training from EDB is excessively abstruse, which is best suited for adults rather than practically being employed by teachers in the actual classroom. While the interviewee reflects on the overly abstruse content in

training provided by the EDB, the qualitative data also notes the significance of teachers developing the correct civic concepts and knowledge through teacher training. Based on the real example shared by Teacher C in the interview, GS teachers may suffer from a lack of citizenship knowledge. It appears that certain GS teachers themselves may also have a shallow or even faulty understanding of civic concepts and knowledge. As Martens and Gainous (2012) point out, not every educator tasked with delivering citizenship is a specialist in politics or civics. Therefore, in-depth training on political science should be offered to civic educators (Niemi & Smith, 2001) in order to improve their understanding of politics and their ability to teach (Niemi & Junn, 1998).

For statement 3, the result of inadequate training provided to GS teachers for teaching controversial political topics happens to be normal since discussing controversial political issues is always discouraged in Hong Kong classrooms (Fairbrother, 2010). In Fok's (1997) study, he points out the inherent sensitivity of politics in Hong Kong schools. With society being increasingly polarized due to political conflicts in recent years, the stance of the government has been more apparent. From their perspective, they do not want politics to enter the school campus. In 2019, Mr. Cheung Kin-Chung, the Chief Secretary for Administration at that time, explicitly stated that the Hong Kong government refused to accept bringing political arguments on school campuses in order to provide a safe and harmonious learning environment for students so that students can

be protected and concentrate on their learning (News.gov.hk, 2019). Subsequently, more politicians like Mr. Wong Kam-Leung, the deputy to the National People's Congress in Hong Kong, and Mr. Kwok Wai-Keung, a current member of the Legislative Council of Hong Kong, also indicate that politics should not be brought onto campuses. Under such conditions, the result of inadequate training provided to GS teachers for teaching controversial political topics can be justified because teachers are actually not expected to teach controversial political issues in their classrooms. However, as Teacher A mentions in the interview, there are always some students who may take the initiative to ask about some sensitive topics. Consequently, teachers may lack the necessary skills to hold a rational discussion with students from various perspectives effectively or guide students to think about sensitive political issues from multiple angles due to deficiencies in teacher training.

Given the government's discouraging stance on the discussion of sensitive political issues on campus, as aforementioned, it leads to another difficulty GS teachers confront in teaching civic education: reluctance or fear to touch controversial issues, which has also been discovered in the previous literature. Long before the millennium, it was already found that teachers in Hong Kong were eager to stay away from politically sensitive issues and hardly ever delve into politics when teaching citizenship (Lee, 1999). Even though schools in Hong Kong were permitted to teach political topics after

1997, teaching sensitive political topics continued to be difficult for educators (Wong et al., 2019). Until now, the result of this research shows that the situation does not seem to be improving but rather deteriorating. Both the mean scores of statements 2 and 3 in Table 15 display that GS teachers have low self-efficacy in teaching political, sensitive and controversial topics. Reported by Teacher A in the interview, he argues that GS teachers may be concerned about potential parental complaints and suffer from pressure from schools when mentioning controversial topics. In fact, these findings are consistent with the research findings by Wong et al. (2019) that teachers often steer clear of controversial or sensitive political issues to refrain from parental complaints. More than that, their research also reveals that principals of some schools will even remind teachers to be careful when delivering political or sensitive topics. A similar situation is also observed in the quantitative data, as can be seen from statement 3 in Table 13. The mean statistic reflects that the respondents' schools do not hold a positive attitude in encouraging teachers to discuss sensitive issues with students as part of civic education.

Although this research and other literature support well that the primary reason for teachers' fear or reluctance to touch controversial or sensitive political issues may be caused by pressure from various relevant stakeholders, the perspective of Teacher B adds that teachers' fear or concerns may also possibly stem from their excessive

apprehensions rather than external factors. Yet such excessive apprehensions can be attributed to teachers' realization of the need to meet the expectations of society and authorities (Wong et al., 2019). In the end, teachers are internally pressured in an intangible way, even if parents or schools do not explicitly pressure them.

Apart from the three critical challenges that are extensively noted in the literature with the support of this research, a fresh discovery on teachers' challenges is drawn based on qualitative findings. Notably, GS teachers seem to find it difficult to teach some relatively informative topics in civic education, like history, legal systems, and political systems. The interview data suggest that it can be largely tied to two key factors: dull content and abstract concepts. As mentioned by Teacher A, the dull content nature of these topics leads to a low level of interest and learning motivation for students, making it hard for them to undertake civic education on these topics effectively. He further accentuates that some abstract concepts involved in these topics also contribute to the demotivated learning attitude of students. For Teacher B, he points out that students in the junior primary stage are significantly more prone to this problem. In this case, Teacher A states that students' low learning motivation resulting from dull content can be remedied by utilizing diversified teaching materials so as to increase students' interest in learning. However, as for the inability of junior students to understand some abstract concepts, even though teachers are aware that certain civic concepts are more

appropriately left to students in senior grades, like the concept of “one country, two systems” mentioned by Teacher B, they are bound to follow the curriculum framework based on the EDB centralized curriculum guide. For instance, primary 1 to 3 students are expected to develop basic knowledge about “one country, two systems”, according to the GS Curriculum Guide (Curriculum Development Council, 2017). However, even if teachers know that teaching this civic concept is not optimal for students to learn at this stage, they lack the authority to modify the curriculum. This condition is evidenced by the quantitative findings, with the mean score of statement 6 in Table 8 making clear that GS teachers have low autonomy in planning the curriculum for civic education. Consequently, GS teachers are at their wits’ end since this problem is rooted in the defective curriculum design.

Based on this research finding, it is evident that GS teachers indeed face several challenges in delivering civic education. Yet their approaches to overcoming those challenges may differ. Some may attempt to make use of diverse teaching materials to address the problem of students’ low motivation, as previously noted. When teaching abstract citizenship concepts, some may strive to explain them by using daily life items and linking the contents to students’ daily life experiences. For teachers with less experience, they may seek assistance from senior and experienced colleagues. But for some senior and experienced teachers, they may rather try to make improvements and

adjustments by self-reflecting on their pedagogical skills. When it comes to some sensitive issues, teachers may choose to avoid having discussions with students or brush it over. Regarding the coping strategies GS teachers adopted, some of them are obviously not the best option for fostering civic education effectively in the long run, such as avoiding the discussion on controversial issues with students, which has been widely recognized as undesirable to civic education in the literature (Cowan & Maitles, 2012; Llewellyn & Gearon, 2014).

8. Limitation

For this project, most respondents to the questionnaire are teachers in subsidized schools (34 out of 43). If the respondents are distributed more evenly across school types, it will better reflect the situation of GS teachers teaching civic education in different schools.

Meanwhile, this research does not take into account the school religious background of the questionnaire respondents and interview participants. However, the school religious background of the research targets may also be a contributing factor affecting how they perceive civic education and the condition of teaching civic education in GS.

9. Future Research Recommendations

It is suggested that the current difficulties GS teachers face in teaching civic education can be investigated again following the separation of GS. Considering that GS is going

to be split into Humanities and Science sections, many GS teachers expect that more teaching resources and teacher training will be established in accordance with the new curriculum. Therefore, studies on civic education among Humanities can be conducted to find out whether the situation has improved or altered after the split of GS.

10. Conclusion

To conclude, the findings show that GS teachers perceive civic education as the channel for helping students develop citizenship knowledge, values and the abilities to practice citizenship. Ultimately, they aim at enabling students to become contributing members of society. In addition, the importance of integrating the concept of global citizenship into civic education among GS is also emphasized.

In this research, four primary challenges GS teachers confront in teaching citizenship are identified, of which three align with findings from local and international literature. Particularly, teachers' lack of correct citizenship knowledge and concepts caused by ineffective teacher training must be seriously treated since it affects whether students learn the correct knowledge directly. Based on the research findings, there is also a fresh discovery that GS teachers suffer from teaching informative topics in civic education, including history, legal systems and political systems.

It is sorrowful that GS teachers likewise suffer from those challenges that have long been outlined in literature. When facing challenges in teaching citizenship, they often

try to overcome them in their own way and receive limited support from different parties. Hopefully, this research can help demonstrate a clearer picture of the current challenges GS teachers confront in teaching civic education so that more support and assistance can be provided to enhance their teaching in the future.

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Appendix A

Questionnaire for Collecting Quantitative Data



Default Question Block

THE EDUCATION UNIVERSITY OF HONG KONG

香港教育大學

CONSENT TO PARTICIPATE IN RESEARCH

參與研究同意書

SURVEY ON GENERAL STUDIES TEACHERS' PERCEPTIONS OF

THE TEACHING OF CIVIC EDUCATION IN GENERAL STUDIES

常識科教師就常識科教授公民教育的看法調查

I consent to participate in the captioned research supervised by Dr. PAN Suyan and conducted by YU Chak Chau, who are staff/ students of the Education University of Hong Kong.

本人同意參加由潘旻燕博士負責監督，余澤舟執行的研究項目。她 / 他們皆是香港教育大學的學生 / 教員。

I understand that information obtained from this research may be used in the teaching and learning in INS4056 Honour Project II: Research Report. However, my right to privacy will be retained, i.e., my personal details will not be revealed.

本人理解此研究所獲得的資料只用作INS4056 Honour Project II: Research Report教學用途。然而本人有權保護自己的隱私，本人的個人資料將不能洩漏。

The procedure has been fully explained by the interviewer. I understand the risks involved. My participation in the project is voluntary.

研究者已對本研究細節向本人作了充分的解釋。本人理解可能會出現的風險。本人是自願參與這項研究。

I acknowledge that I have the right to question any part of the procedure and can withdraw at any time without negative consequences.

本人理解我有權在研究過程中提出問題，並在任何時候決定退出研究，更不會因此而對研究工作產生的影響負有任何責任。

- ☐ I agree to participate in this project. 我同意參與此研究。
- ☐ I do not agree to participate in this project. 我不同意參與此研究。

Block 7

Have you ever taught General Studies in the past?

你在過去有否任教常識科？

- ☐ Yes 有
- ☐ No 沒有

All answers will remain confidential
本問卷所有的答案都會保密

Part I: Civic Education and its attributes (i)
第一部分 公民教育與其特質 (i)

Please click your answer
請點選你的答案

	Strongly disagree 非常不同意	Disagree 不同意	Somewhat disagree 有些不同意	Somewhat agree 有些 同意	Agree 同 意	Strongly agree 非常 同意
Civic education is about letting students understand and practice the rights and responsibilities as a citizen. 公民教育是讓學生認識和實踐作為一個公民應有的權利和義務。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic education is about cultivating students into active citizens who contribute to society's growth and well-being. 公民教育是培養學生成為積極的公民，為社會發展和福祉做出貢獻。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic education is about delivering the concepts of democracy, freedom, justice and the rule of law, equipping students with the ability to fulfil them. 公民教育是傳授民主、自由、公義和法治的概念，並讓學生具備實踐這些概念的能力。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic education is about letting students understand the law and political system. 公民教育是讓學生了解法律和政治制度。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic education is about letting students understand the history, culture and current situation of society. 公民教育是讓學生了解社會的歷史、文化和現況。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic education is about cultivating students' sense of identity and belonging to the nation. 公民教育是培養學生對國家的認同感和歸屬感。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2: Civic Education and Teaching Resources (ii)
 第二部分 公民教育與教學資源 (ii)

Please click your answer
 請點選你的答案

	Strongly disagree 非常不同意	Disagree 不同意	Somewhat disagree 有些不同意	Somewhat agree 有些同意	Agree 同意	Strongly agree 非常同意
I think the Education Bureau and other official departments of the Hong Kong Government have provided sufficient teaching resources to help general studies teachers execute civic education. 我認為香港教育局及其他政府官方部門有提供足夠的教學資源，以助常識科教師進行公民教育。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the textbook publishers in Hong Kong have provided sufficient teaching resources to help general studies teachers execute civic education. 我認為香港的教科書出版商有提供足夠的教學資源，以助常識科教師進行公民教育。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My working school has sufficient teaching resources to help me teach civic education related topics in General Studies. 我任職的學校有足夠的教學資源以助我教授常識科中公民教育相關課題。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the existing teaching resources for civic education are easy to use. 我認為現有的公民教育教學資源是易於使用的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the present teaching resources can effectively help me achieve learning outcomes (i.e. civic knowledge, skills and dispositions) of students. 我認為目前的現有的教學資源能有效地協助我在課堂上達到學生在公民知識、公民技能和公民態度方面的學習成果。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think there were timely and continuous updates of teaching resources for civic education. 我認為公民教育的教學資源有適時和持續地更新。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can easily obtain high-quality teaching resources for civic education. 我能夠輕易獲得高質素的教學資源進行公民教育。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to select the most appropriate materials from a wide range of teaching resources for civic education. 我能夠在眾多的教學資源中篩選出最適合的材料以進行公民教育。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have made good use of the community itself as a resource for civic education. 我有妥善地利用社區以作公民教育的教學資源。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I think the present teaching resource for civic education is sufficient. 整體而言，我認為現有的公民教育教學資源是足夠的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I think the present teaching resource for civic education is high-quality. 整體而言，我認為現有的公民教育教學資源是高質素的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 3: Civic Education and Teaching Autonomy (iii)
第三部分 公民教育與教學自主權 (iii)

How much autonomy do you think you have in the following statements?

你認為你在以下的陳述中有多大程度的自主權？

Please click your answer

請點選你的答案

	To a extremely small extent 極 少程度	To a very small extent 很 少程度	To a small extent 頗 少程度	To a large extent 頗 大程度	To a very large extent 很 大程度	To a extremely large extent 極 大程度
I can freely decide on the student learning objectives for a citizenship lesson. 我可以自由決定公民教育課的學生學習目標。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can freely decide on learning activities for a citizenship lesson. 我可以自由決定公民教育課中的學習活動。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can freely allocate resources and select teaching materials for a citizenship lesson. 我可以自由分配資源和選擇公民教育課的教學材料。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can freely decide on pedagogies and approaches for a citizenship lesson. 我可以自由決定公民教育課的教學法和教學方式。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can freely decide on assessment procedures and tools for a citizenship lesson. 我可以自由決定公民教育課的考核程序與評估工具。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have autonomy in planning the curriculum for civic education. 我有規劃公民教育課程的自主權。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 4: Civic Education and Professional Training (iv)
第四部分 公民教育與專業培訓 (iv)

Please click your answer
請點選你的答案

	Strongly disagree 非常不同意	Disagree 不同意	Somewhat disagree 有些不同意	Somewhat agree 有些同意	Agree 同意	Strongly agree 非常同意
I think the professional development training for civic education offered by the EDB is sufficient. 我認為教育局提供的公民教育專業發展培訓十分充足。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the professional development training for civic education offered by the EDB is helpful. 我認為教育局提供的公民教育專業發展培訓很有幫助。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think General Studies teachers are adequately trained on how to teach controversial political topics. 我認為常備科教師得到充分的培訓以教授具爭議性的政治課題。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My working school provided sufficient opportunities for professional sharing to support high-quality civic education. 我任職的學校有提供充足的專業交流機會，以促進優質的公民教育。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the pre-service General Studies teachers have sufficient training in delivering civic education in the future. 我認為職前常備科教師有足夠的培訓以在未來教授公民教育。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 5: Civic Education and School Administration (V)

第五部分 公民教育與學校行政 (V)

Please click your answer

請點選你的答案

Strongly disagree 非常不同意	Disagree 不同意	Somewhat disagree 有些不同意	Somewhat agree 有些 同意	Agree 同 意	Strongly agree 非常 同意
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My working school encourages students to participate in school administration (e.g., revising school rules together, etc.) for civic learning. 我任職的學校的鼓勵學生參與校政（如共同修訂校規等）以作公民學習。

☐ ☐ ☐ ☐ ☐ ☐

My working school encourages students to participate in different school activities (e.g., student council elections, class monitor voting, etc.) to experience and learn civic rights and responsibilities. 我任職的學校鼓勵學生參與校內不同活動（例如學生會選舉、班長投票等）以讓學生從中體驗和學習公民的權利與義務。

☐ ☐ ☐ ☐ ☐ ☐

My working school encourages General Studies teachers to discuss sensitive and controversial topics with students rationally in the lesson as part of civic learning. 我任職的學校的鼓勵常識科教師在課堂與學生理性討論敏感和有爭議的話題以作公民學習。

☐ ☐ ☐ ☐ ☐ ☐

Part 6: Civic Education and Self-efficacy (VI)

第六部分 公民教育與自我效能 (VI)

Please click your answer

請點選你的答案

	Strongly disagree 非常不同意	Disagree 不同意	Somewhat disagree 有些不同意	Somewhat agree 有些 同意	Agree 同 意	Strongly agree 非 常同意
I am confident in teaching social topics (e.g. cultures, economies, environments and media communication). 我對教授社會性課題充滿信心 (如文化、經濟、環境和媒體傳播)。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in teaching political topics (e.g. rights, constitution, political systems and democracy). 我對教授政治性課題充滿信心 (如權利、憲法、政治制度和民主)。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in teaching sensitive and controversial topics. 我對教授敏感和有爭議的話題充滿信心。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in developing students' ability to think, analyze and judge independently. 我對培養學生獨立思考、分析及判斷的能力充滿信心。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in fostering students' sense of belonging to Hong Kong and China. 我對培養學生對香港和中國的歸屬感充滿信心。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in creating a democratic classroom climate. 我對營造民主的課堂氛圍充滿信心。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I am confident in teaching citizenship. 整體而言，我對教授公民教育充滿信心。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 7 Personal Information (VII)
第七部分 個人資料 (VII)

Please click your answer
請點選你的答案

What is your gender?
你的性別是？

- ☐ Male 男
☐ Female 女

How many years of teaching experience do you have?
你有多少年的教學經驗？

- ☐ Less than 3 years 少於三年
☐ 3-9 years 三至九年
☐ 10 years or above 十年或以上

What is your position at your school? (Allow multiple answers)
你在學校的職位是？(可選多於一項答案)

- ☐ Teacher 教師
☐ Panel head or Vice panel head of General Studies 常識科主任或副主任
☐ Primary School Master/Mistress for Curriculum Development (PSMCD) 小學課程統籌主任
☐ School principal or vice-principal 校長或副校長
☐ Member in Moral and Civic Education Committee 德育及公民教育組成員
☐ Others (Please specify) 其他(請註明)

Which of the following categories is your working school?
你所任職學校是屬於以下哪一類？

- ☐ Government school 官立學校
☐ Subsidized school 津貼學校
☐ School under Direct Subsidy Scheme (DSS School) 直資學校
☐ Private school 私立學校

Did you study a General Studies education or social science-related degree in university?
你大學是否修讀常識教育或社會科學相關的學位？

- ☐ Yes 是
☐ No 否

Would you be willing to take about an hour to have an interview with the researcher to give the researcher a better understanding of the challenges General Studies teachers encounter in delivering civic education?
你是否願意抽一小時左右的時間與研究人員進行一次訪談，以便研究人員更深入地瞭解常識科教師在公民教育的教學中所遇到的挑戰嗎？

- ☐ Yes (if yes, please leave your contact methods like email address or phone number here) 是(如是，請留下你的聯絡方式，例如電郵地址或電話號碼)

- ☐ No 否

Appendix B

Transcript of Interview 1 (Teacher A)

Transcript of Interview 1

Interview Date: 22 February 2024

Interviewee: Mr Yu (General Studies Teacher in a Private Primary School)

Interview Language: Cantonese

訪問員：	公民教育係常識科嘅一個好重要嘅部分啦，咁其中一個學習重點係社會與公民。咁對你而言，公民教育係啲咩啊？
受訪者：	我覺得呢個公民教育呢，其實佢嘅最終目的都係可以令到啲小朋友將來可以成為一個對社會發展有貢獻嘅公民啦。咁其實，Er 我覺得佢其實有很多個向度嘅，因為就咁講呢，我地係常識科嘅課程入面，其實有好多唔同嘅課題，其實都係本身唔係關於公民教育架啦，但其實我們都可以滲透公民教育嘅元素係入面啦，佢可以係比佢哋認知到佢哋自己有啲乜嘢權利啦，亦都有啲咩義務係需要遵守啦，咁又或者係佢哋可能，Er，了解下自己嘅國家，自己住緊嘅地方啊，甚至乎了解下呢個世界，因為現在都有一個概念叫做世界公民啦，咁就，Er，所以我覺得，甚至乎話你話認識一啲嘅歷史其實都算係一個公民教育入面嘅一啲嘅內容囉我覺得。
訪問員：	咁係你嘅教學生涯入面，教過啲咩同公民教育相關嘅課題啊？咁你有冇啲咩深刻嘅印象？有啲活動或者經歷係對你特別深刻架？
受訪者：	唔……如果你話單純淨係社會與公民個範疇嘅課題黎講呢，就暫時未有嘅，因為我自己嘅教學年資都比較短啦，咁但係有參與過一啲嘅備課嘅，亦都即將會教咁樣啦。咁我覺得如果你話，Er，印象最深刻嘅，反而可能唔係常識科入面，因為其實公民教育唔一定係個科目入面體現出黎啦，可能係透過學校嘅一啲活動啦。如果你話我真係有教過呢方面嘅野，可能係童軍入面，其實本身呢個已經係一個，Er，等佢哋認識多啲呢個社會啊、貢獻係呢個社會嘅一個課外活動咁樣啦。咁入面其實有啲課堂都會講關於，Er，例如係諗一啲嘅社會服務出黎啦。咁印象最深刻就係佢哋設計一啲可以貢獻到呢個社會嘅一啲活動啦，咁有唔少同學都可能寫一啲嘅，Er，探訪一啲嘅老人院啊，又或者去做一啲嘅清潔嘅活動啦，咁呢啲都是印象幾深刻嘅。
訪問員：	咁雖然你有直接教過公民教育相關嘅課題啦係常識科入面，咁但係按你所知，同埋按你姐係係大學咁多年讀常識科嘅學習啦，你有

	有覺得一啲特定課題係特別難教架？
受訪者：	唔……又或者咁樣講啦，考慮到依加嘅，Er，社會嘅狀況啦，咁其實我相信有唔少嘅常識科老師，其實係教呢一啲嘅有關於法制上面啊，又或者，Er，一啲歷史上面，可能都會驚踩到一啲嘅紅線。咁但係如果你話除咗呢一方面之外嘅困難，我認最大嘅可能係，可能係教授一啲歷史，或者一啲法制相關嘅課題嘅時候，點樣引起學生嘅興趣啦。咁因為我認學生大概有兩類嘅，第一類就係對一啲嘅歷史故事係好感興趣啦，咁但係另一類就係可能佢係完全唔感興趣嘅。咁當你講一啲歷史，或者你有上中學有讀過歷史嘅話都明白啦，歷史可以係好悶，咁點樣去提升佢哋，點樣幫一啲原本對歷史冇乜興趣嘅學生，都有興趣係上堂嘅時候積極咁參與，我相信呢個係一個困難啦。咁另外一個，Er，我自己覺得比較沉悶嘅課題，可能係關於呢啲法制上面嘅內容啦。咁可能其實佢哋個階段，佢哋唔明白點解會有呢啲法例，可能第二，Er，點解講呢，例如簡單嘅講啦，一國兩制啊之類，個一啲嘅課題，其實可能呢啲概念，係佢哋心目中會唔會有少少抽象呢。咁呢課題佢哋當覺得抽象嘅時候，可能都未必感到咁大嘅興趣啦。最大嘅困難我相信就係，點樣提升佢哋係呢啲課題嘅時候嘅興趣啊，或者反應咁樣。
訪問員：	嗯，明白。咁你啱啱都提到有兩個主要嘅困難啦，一個就係教授一啲好硬知識嘅時候，學生未必有興趣啦，譬如講到一啲嘅歷史啊、法例啊，佢哋可能對呢啲咁嘅死記硬背知識，可能沒有乜太大嘅動機去學習啦。咁當你係你嘅教學遇到呢啲嘅挑戰嘅時候，咁你自己會有啲咩方法去應對呢。咁譬如你講到讚學生可能會好悶，唔想去學呢啲。咁你會唔會有啲特別嘅方法，令到佢哋對呢啲咁沉悶嘅知識，呢啲要去死記硬背，如果用一般教學方法要令到佢哋死記硬背嘅知識，有冇啲咩方法可以增加到佢哋嘅興趣啊，或者學習動機呢？
受訪者：	我認，Er，如果係歷史個一方面呢，我覺得其實可以比多啲以前嘅圖片啊，或者一啲嘅短片比佢哋睇啦，因為佢哋其實睇片嘅時候，他們個專注程度會高好多啦，或者唔係就咁講呢，咁起碼有啲野睇下嘅話，佢哋都會投入返少少啦。咁但係至於法制啊，個方面嘅課題呢，咁其實過往我實習，其實我亦都聽過一個例子，我都，如果有機會我都會形容嘅，就係可能提到呢個，Er，選舉權同被選舉

	權呢個概念嘅時候呢，咁可能會，Er，帶返去佢哋日常生活嘅，可能經歷到嘅一啲例子啦，佢哋可能接觸到嘅就係選班長，或者被人選做班長，或者其他崗位啦，咁呢啲可能，Er，多一啲從一啲佢哋日常生活會接觸到嘅野，去做一啲嘅比喻啊，咁等佢明白到嗰啲相關嘅概念囉。
訪問員：	嗯，明白。咁譬如啱啱你都有講到，就係一國兩制呢一個課題啦，咁你都提到話，譬如一國兩制呢個概念，對啲學生黎講，姐係依加常識科係針對小學生啦，對佢哋黎講可能會比較抽象，咁如果你係教學入面，你教一國兩制呢個課題，可能你講咗好耐，啲學生都係唔明一國兩制背後個理念啊、概念係啲咩嫁話，咁你又有啲咩應對方法呢？
受訪者：	唔……我諗，如果係，因為呢個係一個三年班嘅課題，我諗如果佢要想知道呢個一國兩制其實到底事實上係咩意思呢，你叫佢帶到去好背後呢，佢哋又可能未必明。咁佢係好簡單咁樣，佢哋從一啲嘅貨幣啊、一啲嘅證件啊，可能佢哋會，Er，出去旅行，或者會返去內地去旅行咁樣啦，佢哋要用到嘅回鄉證啊、護照啊，呢一啲其實佢哋日常生活會接觸到嘅野，咁我覺得其實係可以從呢一方面去入手。
訪問員：	明白，明白。咁你覺得依加香港常識科嘅老師係教公民教育課題，譬如香港特別行政區嘅成立啦、自由與守規啦、香港開埠後、一國兩制、同埋和基本法與生活呢啲嘅課題啦，咁你覺得佢哋教呢啲課題嘅時候，遇到困難或者挑戰嘅呢個情況普唔普遍？
受訪者：	Er，我諗，Er，或者咁樣講啦，咁近幾年個社會嘅轉變，令到我哋香港重視咗好多係依一個嘅，一啲嘅，Er，點講呢，重視咗好多呢一個國情啊方面嘅教育，又或者係，Er，嗰啲所謂叫，點講呢。
訪問員：	即係對國家嘅認識啲啲？
受訪者：	係啦、係啦！對國家嘅認識啊，又或者係國民教育咁樣啦，反而有咁着重係公民教育本身。正如我啱啱一開始所講，其實公民教育可能是，等佢認識下呢個，佢自己有啲咩權利、義務啊之類啲啲，其實本身係好多課題都可以滲透到落去啦。所以我覺得，係嗰方面其實唔難嘅，自由與守規呢啲其實都還可以嘅。咁佢係呢，如果你話比較難嘅可能就係佢哋會驚觸及到呢啲嘅紅線啦，過往都有一啲新聞咁樣啦。但係如果你話教得耐、有經驗嘅老師，其實普遍上問

	題，我覺得遇到困難、或者你所謂嘅挑戰，我覺得呢個情況就，佢哋遇到嘅問題係不大囉我諗。
訪問員：	噃，明白。即係佢哋都好有經驗，知道有啲咩係重點要講，咁有啲咩唔係個重點，就避免談及喇，咁嘅意思係咪啊？
受訪者：	唔……我可以咁講嘅，係啦。
訪問員：	好，明白。咁除咗你嗰啲所講嘅就係啲老師會驚觸及掂到紅線，講咗啲所謂唔應該係課堂上討論嘅話題啦，咁仲有冇啲係常見、或者共同嘅困難同挑戰？譬如係教學資源方面，你覺得依加常識科嘅老師，普遍公民教育相關嘅資源夠不夠，又或者易唔易攞到呢？
受訪者：	其實依加嘅資源我覺得都算係充足嘅，咁因為一黎本身有出版社本身嘅一啲配套啦，另外以我所知，教育局亦都出咗好多嘅資源，擺咗係佢哋嘅網站到，等啲老師去自己選擇用唔用咁樣啦，咁但係因為你都知道呢一個常識科將會分拆做呢個人文同埋科學咁樣啦，咁我相信未來應該就會，個資源會更加豐富啦，特別係呢一個，政府嗰啲先講完話會分拆做人文科，然後就會加強呢個國民教育各方面嘅內容啦，咁所以佢推出嘅資源應該都會多嘅。
訪問員：	噃，咁嗰啲我地講完教學資源啦，咁係培訓方面，你覺得對常識科老師教公民教育呢個課題嘅培訓充唔充足呢？尤其是常識科係香港係一個比較特別嘅科目啦，咁其實有好多學校嘅老師，都係兼教常識科，可能佢哋大學有讀過常識科嘅，對常識科嘅認識唔係太深啦，咁更加有接受過專業嘅公民教育嘅培訓啦。咁你覺得常識科老師係公民教育方面嘅培訓你覺得係充唔充足、夠唔夠嘅呢？佢哋有冇足嘅能力去應付到公民教育呢？
受訪者：	我相信係，如果你話係培訓嗰方面呢，其實依加，姐係在職嘅老師其實係有渠道去進修嘅。我們係教育局嘅 E-Service 啊，嗰到亦都有得報一啲嘅 workshop 啊。咁當然你話時間係咪好長呢，就當然唔係啦，可能普遍一個 workshop，可能兩至三個鐘左右啦，甚至一個鐘都有嘅，咁但係你話幫唔幫到好多呢，我覺得就至少令佢哋有初步嘅認識囉。佢哋本身其實係啲公民教育課題，我覺得如果係一個正常嘅老師其實都有能力去教到嘅，咁但係可能比較專嘅一啲內容嘅話，咁就可能讀咗啲會冇少嘅幫助啦，但係幫助都唔係話特別大嘅，係啦。咁但係佢哋依加越推越多啲嘅進修嫁啦其實，所以其實個培訓方面都夠嘅，再加上佢依加會拆兩科之後，佢

	咁又話會再有啲額外嘅培訓，咁所以我諗應該都足夠。
訪問員：	嗯，咁你自己本來都係係大學到讀常識教育嫁啦，咁你自己覺得係大學時期嘅常識教育入面，咁你覺得佢對公民教育嘅呢方面嘅師資培訓足唔足夠？
受訪者：	其實，如果你話係咪，足唔足夠呢，其實都夠嘅，因為佢係有一個 course，我諗你都有讀嘅，係啦咁就，其實有一個 course 都係關於一啲嘅社會公民嗰方面啦，比較係近 so sci 嗰方面嘅課題啦，其實入面有提及到。咁再加上佢 major 嘅堂入面，其實問唔中都會提下咁樣囉。所以其實，因為其實呢個只係常識科嘅六個 strand 入面嘅其中一個，所以其實我覺得佔個課時或者培訓其實都夠用嘅。
訪問員：	嗯，咁我地講完專業培訓啦，咁我們之後再討論下教學自主權呢方面啦。咁你覺得依加常識科嘅老師係教公民教育課題方面，佢嘅自主權充唔充足呢？咁你覺得會唔會有啲老師，係可能佢有權去話事，只可以跟着個課程，學校叫佢點教佢就點教，咁佢係完全冇話事權，係決定唔到佢可以嘅課堂活動啦、決定唔到個課堂目標等等之類嘅呢？
受訪者：	Er，我諗其實因為大家都有共同備課嘅，咁其實會有個籠係到囉。但係你話個自由度會唔會話完全冇，又唔會嘅。其實有時候都要就課時去決定做唔做某啲活動嫁嘛。咁所以，你話個自主權，我覺得係教某啲課題嘅時候係會細咗嘅，個自主權。因為，其實都唔係話學校嗰方面嘅限制啦，係啦。咁但係如果你話個自主權會唔會話太細，細到你唔啱所講嘅情況，就係話完全冇權去選擇用咩方式去教啊，咁就唔會嘅。其實老師都有一個自由度係到，咁但係你話個課堂內容，姐係個教學重點嘅話，咁當然就係大家議定出黎啦。咁所有其他，甚至乎唔係公民教育嘅課題，其實都是咁樣做嫁啦。
訪問員：	嗯，明白。咁係自我效能方面啦，你覺得常識科老師依加一般會唔會有充足嘅信心去教公民教育嘅課題呢？或者你自己有冇充足嘅信心去教公民教育呢？
受訪者：	都有嘅其實，你相比起，因為其實公民教育嘅內容，其實都算叫做，我會話係文科嘅野啦，係啦。相反喇，如果你話常識科嘅老師，可能有啲正如你所講嘅，有啲係兼教嘅，佢本身係有呢個 science 底嘅，佢哋會教 science 嗰方面有大信心啦，但係呢啲 so sci 嗰方面

	嘅野，其實佢哋係 handle 到嘅我相信，係啦。咁所以你話個自我效能感會唔會太低呢，我又覺得未必會嘅。我自己都係，本身都是呢個情況，我自己中學都是文科底，係啦，咁但係我自己就覺得 handle 到囉，係啦。
訪問員：	咁我都有聽過有啲常識科嘅老師，係教公民教育相關的題目嗰陣呢，尤其係講到一啲敏感、政治嘅課題，佢哋係會好刻意去避開同學生討論啦。咁譬如冇學生可能問佢哋問題，問社會相關嘅一啲可能係衝突、爭議，佢哋會好刻意咁去避開、唔答啦，就有咗一個理性嘅討論係到。咁你覺得依加一般常識科嘅老師有冇呢個情況出現呢？
受訪者：	Er，我覺得都有嘅。又或者咁樣講啦，我其實，因為我即將會教呢啲嘅課題啦，所以其實我預想到，我嘅學生有可能會問呢一啲嘅問題，咁所以就，其實自己都會去諗下點樣去處理個情況。咁其實，因為依加有啲課題的確係比較敏感嘅嘅，例如係可能提及到社會衝突，甚至乎你提到某啲課題嘅時候，有學生亦都有機會主動去問你。咁我諗大部分嘅老師嘅做法，其實避免咗去踩到個紅線，其實好多時都會輕輕帶過囉，又唔會完全唔解答個學生嘅疑問。畢竟個學生提咗條問題出黎嘅時候，其實作為老師都有責任去同佢哋去講解啊，或者同佢哋討論一下咁樣啦。咁但係，會視乎到時嘅情況係如何啦。咁有必要，如果真係覺得有機會討論落去太敏感嘅時候，可能都會 end 咗個 topic 咁樣做法。
訪問員：	好，唔該你。咁之後我們可能講吓學校行政嗰方面啦。都有啲老師就係話學校其實都有施加壓力比佢哋啦，咁係常識堂嘅時候嘅公民教育方面啦，咁就可能同佢哋講話，避免就同學生討論政治相關嘅題目啊，又或者避免同學生討論一啲有敏感嘅議題。咁但係討論政治，又或者討論一啲敏感嘅議題，係公民教育一個好重要嘅元素啦。咁你自己嘅學校，又或者你有聽過某啲學校，都是會咁做嘅呢？姐係譬如佢會同一啲老師暗地裏講好話：啊，你係堂上面就唔好同學生講呢啲啦。咁樣嘅情況出現？
受訪者：	我諗呢個應該都係大部分香港嘅學校依加嘅取態啦，我相信。因為其實大家都唔想出事啦，係啦。咁所以其實避談一啲過於敏感嘅政治議題，其實都，我覺得係有可厚非。咁但係，Er，可能始終都有學生問囉，咁但係就，避談都係一個唔錯嘅做法嘅，我覺得如果為

	免學生同理老師自己本身、或者學校，有機會惹上一個麻煩，又或者有一個風險嘅時候，其實都，呢個做法都係正常。但係其實你討論呢啲嘅議題嘅時候，其實你提到係公民教育入面嘅一個幾必須嘅做法啦，應該要做嘅野啦，咁但係可能會返放係其他嘅課題到，會盡量同你討論，有咁敏感嘅課題我哋會比較願意去討論，係啦。
訪問員：	咁你覺得呢種現象喇，學校可能會俾係所謂驚惹事啦，就特登會同啲常識科嘅老師講話，自己小心啲唔好亂講野，又或者唔好做某一樣野啊，咁你覺得呢一種現象，會唔會有部分嘅原因係黎自於家長嘅壓力呢？
受訪者：	我過往聽過個例子就係，Er，會有家長投訴，因為嗰陣政治立場嗰方面嘅爭議係比較大啦，係啦。姐係，係啦，我諗你應該都明白嗰個意思係咩，係啦。咁當佢發覺個老師係偏向某一個政治取態嘅時候，其實，又或者個老師唔小心滲到少少啦，我哋其實作為老師都避免有呢個嘅滲透到啲政治立場比啲學生嘅我覺得，係啦。咁所以，如果你滲到出黎嘅話，尤其是嗰排咁緊張呢，有機會比家長投訴。咁所以呢個係一個都大，Er，算係一個比較大嘅原因，令到老師會咁樣做囉我覺得。
訪問員：	嗯，好，唔該你。咁你，按你自己所知，你知唔知有啲咩學校係常識科係公民教育嘅課題上面係做得比較出色嫁？又或者你覺得你自己依加教緊嘅學校，但係常識科嘅公民教育課題上面，佢嘅做法做得唔出色呢？有冇啲咩特別嘅教法呢？
受訪者：	我諗其實做得出色嘅位應該就係，佢會係唔同嘅課題都會滲一啲公民教育嘅元素入去喇。咁例如，其實你就咁睇呢，單純，Er，你打開本書嗰個課程整體議構表呢，其實你會發覺唔係好多課書係單純地係呢個社會與公民，係啦。咁所以其實我哋個做法就係，係好多嘅課題都滲透少少、透少少，而唔係話一課好大嘅、完全係關於嗰啲咁嘅事。咁例如係可能涉及到一啲嘅，例如三年級啦，Er，講動物、講植物嘅話，咁你點樣去愛護呢一啲嘅動植物呢，其實都是一個公民教育嘅元素喇，等佢哋建立到一個良好嘅品德啦。咁又例如係話呢啲嘅環保議題啊，或者關個社區事，咁就可能幫佢哋建立一啲良好嘅個人習慣，或者環保嘅習慣咁樣啦，係啦。咁就，都係係唔同嘅課題裏面滲少少咁樣囉，我覺得係。同埋佢哋單只係上堂上面，可能係學校嘅活動上面，都會滲少少呢啲嘅公民教育嘅元

	素落去囉，係啦。
訪問員：	咁最後一條問題，就係姐係你覺得依加常識科現有嘅呢個公民教育，係常識科下現有嘅呢一個框架，你覺得佢嘅公民教育做得有冇有效呢？
受訪者：	我覺得都有效嘅，因為其實佢本身教育局都建議我哋唔係淨，佢有一啲嘅，Er，如果你睇返個叫做，Er，GS 個 curriculum 呢，其實佢有好多，Er，議題啊，姐係公民教育上面要教嘅一啲嘅，每個學習階段要教嘅一啲內容啦。咁但係其實你就咁睇呢，其實佢都建議我哋去滲返入去唔同嘅課題入面，而唔係好單純咁去講授啲嘅內容囉。所以其實我覺得，Er，都有效嘅，特別係係等佢哋知道自己嘅權利同義務，嗰一方面嘅內容其實係做得幾好嘅。
訪問員：	嗯，好，唔該晒你。咁今日我哋嘅訪談就去到依到啦，唔該晒！

Appendix C

Transcript of Interview 2 (Teacher B)

Transcript of Interview 2

Interview Date: 14 March 2024

Interviewee: Mr Wong (General Studies Teacher in a Subsidized Primary School)

Interview Language: Cantonese

訪問員：	公民教育係常識科一個好重要嘅部分啦，咁係常識科六大範疇入面，咁其中一個就係社會與公民。咁對你而言，公民教育係啲咩呢？
受訪者：	我認為公民教育呢，就係講緊培養緊學生啦，作為一個其實係公民之前，其實作為一個人呢，佢應該有啲咩嘅素質啊，同埋乜嘢嘅品行嘅素養嘅要求。咁其實我覺得公民呢，唔代表佢係某一個地方公民，反而我覺得呢，就算佢去到邊度，都應該要盡一個公民嘅責任，唔代表佢離開咗香港啦，離開咗中國啦，淨係去旅行黎講，冇理由去到其他國家，就唔需要盡一個公民嘅責任㗎嘛，所以我覺得公民呢個概念呢，係一個全球嘅概念黎嘅。即係唔應該係單單局限呢係一個地區啦，或者一個城市，或者一個國家裏邊嘅概念囉，係應該 overall 全球都係可以應用到嘅，咁呢啲係公民。咁即係話當中係包括咗一啲基本嘅個人素養，同埋能力，同埋一啲價值觀。
訪問員：	噃，明白。咁係你嘅教學生涯入面，你有冇教過啲咩公民課題，即係同公民教育相關嘅課題，咁你有冇一啲印象比較深刻嘅經歷，又或者印象比較深刻嘅活動呢？
受訪者：	Er，噃我嘅教學經驗呢唔算多，同埋呢，之前都係，一路係，半天嘅上課時間啦，咁其實我哋學校呢，有個特色課程係專教全球公民同埋遊歷咁樣嘅。佢主要呢，集中係下晝去上堂啦。咁所以呢，我暫時接觸到呢，都係主要係三個課題啊，包括就係，Er，佢嘅，Um，個課題係遊戲，遊戲對小朋友嘅影響啦，跟住同埋，Er，啱啱完成咗就係一個關於交友嘅課題啦，同埋呢，依加進行緊呢一個呢，Er，香港歷史嘅課題。
訪問員：	噃，咁係常識科入面，你有冇教過啲咩公民相關嘅課題啊？
受訪者：	噃，當然有啦。咁其實係常識科裏面呢，都有好多關於我哋，Er，作為一個公民，要知道嘅野啦，包括，Er，我哋三年班已經有接觸到，Er，關於一啲，Er，國歌、國旗，同埋國徽嘅知識啦，Er，對我哋中國嘅認識啦，都有嘅。咁啊除此之外，仲有係，Er，呢個五

	<p>年班啦，都有一啲航空嘅科技啊佢會接觸到啊，都係一啲關於我哋公民素質、素養嘅，Er，要求啦。四年班都有一啲，Er，香港嘅歷史都要接觸到啊，都係一啲，Er，關於我哋公民應該要認識嘅野啦。</p>
訪問員：	<p>嗯，咁你自身係常識科教公民教育嘅呢個、呢啲課題嗰陣，有冇遇過啲咩困難或者挑戰呢？你有冇可以分享下，即係你曾經又或者依加，係公民教學入面遇到嘅一啲挑戰嘅一啲嘅經歷呢？</p>
受訪者：	<p>Ok，Er，其實呢，係，因為我哋呢，一啲公民嘅內容呢，Er，頭先都講過啦，其實一啲係全球性嘅，Er，價值觀啊，一啲能力啊。但係其實係，Er，一啲好成文嘅，Er，Er，點講呢，一啲教材啦，或者教具呢，其實唔係真係好多。咁其實就係常識科裏面呢，Er，佢就主要係，Er，集中係我哋，點樣認識我哋嘅國家啦，同埋我哋依加身處嘅地區，香港嘅歷史啦，Er，Er，同埋關於佢哋嘅一啲知識啦。咁但係如果關於個全球公民嘅概念呢，就會比較缺乏一啲囉，就會缺乏呢方面嘅，一啲好整合啊，或者好有規範嘅教材，就會缺少一啲喇。</p>
訪問員：	<p>嗯，明白。咁你有冇覺得有啲課題對你黎講係，即係你覺得比較難教嘅？</p>
受訪者：	<p>噃，Er，都幾，啊我哋學校啦，有一個校本嘅課程，咁關於係遊戲啦，就對小朋友嘅影響啦。其實呢一個方面呢，都係，啊，比較虛無一啲啊。即係呢，好難有一啲好實際，即係點樣講到，其實我哋係遊戲裏面其實想帶出就係，喔，我哋要，Er，Er，懂得去團結啦，懂得去享受個過程啦，去啟發啦，去發揮創意啦，遵守規則啦。其實係個遊戲裏面呢，都 include 咗好多呢，關於我哋作為一個市民啦，一個公民啦，或者作為一個人呢，嘅一啲基本嘅要求。咁另外，就係四年班亦都有一啲關於交友嘅題目啦。咁其實呢，如果要去教小朋友去結交朋友，係唔容易嘅，當我哋細個嘅時候知道，喔，同學咪係朋友囉，係鄰居咪係朋友囉，但係原來我哋點樣去結交一啲合適自己嘅朋友，點樣去選擇朋友。咁朋友當中有啲咩篩選嘅條件，其實都係好難去批判啊，好難去捉摸。咁，Er，係呢一度要比小朋友去，真係認知到同埋去吸收到呢，我覺得係有難度嘅。</p>
訪問員：	<p>嗯，咁你啱啱都講咗比較多關於學生自己個人成長嗰方面啦。咁譬如係你覺得有啲課題，講到一啲法規啊、法律啊、政治制度咁樣，你覺得呢啲課題對於你嘅教學，會唔會造成一啲挑戰呢？譬如會</p>

	唔會話，教完之後學生都唔係太明呢啲課題究竟講緊啲乜嘢啊，又或者佢哋都唔明白背後啲概念到底係點呢？
受訪者：	反而呢啲課題呢，就比較容易去教導學生啦。因為，我覺得，一啲關於法律、法規啊，咁比較一啲實際嘅野，咁，Er，例如我哋都有學到關於可能一啲政府資源架構啊嘅課題啦，咁其實一啲有版有眼、好實際例子嘅，有規有條嘅知識呢，其實教授比學生呢，學生係能夠接受同埋認知嘅。
訪問員：	嗯，明白。咁你係教公民教育課題，如果遇到困難或者挑戰嘅時候，你有冇咩應對嘅方法呢，咁你會點做呢？
受訪者：	Er，Er，其實呢，我哋學校都有一啲好資深嘅老師啦，咁如果面對一啲難題嘅時候呢，咁我一般都係傾向呢，向一啲資深嘅老師啊，或者我哋嘅課程主任啊，去尋求一啲意見囉。咁啊睇下佢哋有冇一啲經驗可以分享啦，或者佢對一啲政府嘅教材啊，或者政府嘅資料啊，會比較熟悉一啲呢，佢哋可以提供更加多嘅協助囉。即係包括，Er，究竟可以係邊度搵到啲資料啊，關於呢個課題，我哋可以係政府度運用啲乜嘢教案啊，乜嘢嘅材料啊，或者乜嘢嘅資訊啊，咁佢哋就會熟悉一啲，咁係我哋即係雖然有乜經驗黎講呢，咁就可以獲得多啲嘅幫助囉。
訪問員：	嗯，好，明白。咁你覺得依加香港嘅常識科老師，係教公民教育呢啲課題，譬如香港特別行政區成立啊、自由與守規啊、香港開埠後、一國兩制、基本法與生活呢啲等等嘅課題，遇到困難或者挑戰嘅情況普唔普遍呢？
受訪者：	喔，咁我又認為呢，係呢個課題上面呢，就唔難去解決嘅，我相信問題亦都不大。其實呢，呢個係比較，因為係小學程度啦，佢係比較屬於資料性嘅……學習會多啲嘅。就比……比起中學啊，或者高中啊，嘅批判性思考、明辨是非嘅能力呢，就有咁多住。因為呢，佢哋可能對我哋香港嘅體制啊，或者呢啲好事實性嘅資料上面呢，佢哋未係好認識。所以呢，我哋係由淺入深啦，去教導佢哋點樣去認識我哋依加一國兩制嘅體系啦，點樣比佢認識我哋嘅祖國啦，香港成立啊，或者呢個中國成立，其實都係一啲比較資料性、實際性嘅野呢，我相信係，比較容易去教授嘅，咁佢亦都係容易去認識啊、接觸到啊，同埋如果越小去開始就去認知嘅話呢，咁其實我哋到大個嘅時候呢，都可以有助呢，佢哋去運用佢哋嘅資料啦，去作出一個判斷嘅。

訪問員：	咁我同某啲在職嘅常識科老師都傾過啦，咁係教某啲公民教育嘅課題，譬如話我哋啲提過嘅基本法與生活啊、自由與守規嘅呢啲題目呢，往往有啲老師會好擔心講咗啲唔應該講嘅野啦，又或者佢哋會好驚同學生進行一啲嘅討論啦，又或者好驚學生會問佢一啲社會嘅衝突啊等等嘅呢啲問題。咁佢哋往往遇到學生問呢啲問題嘅時候，佢哋都會選擇去避開唔同學生討論啦，咁你覺得呢個情況常唔常見呢，又或者你自己有冇聽過會有呢啲情況出現？或者你自己有冇遇過呢？
受訪者：	喺，其實，Er，係呢個方面，其實我哋可以有幾個方面去比佢哋去思考啦，包括就係比佢哋去判斷，即係由基礎到深入去判斷啦，究竟個行為啱唔啱啦，咁佢……可以引導佢哋，其實我哋可以引導佢哋嘅。咁第二就係，Er，講到我自己經驗啦。我自己呢，希望小朋友可以係一啲事實啦，同埋係一啲觀點上，多角度嘅觀點上面呢，去做一啲判斷嘅。我係有遇過一啲學生問我呢啲問題，好似係幾年前，即係例如係，Er，Er，呢個，Er，疫情前啦，咁我哋有一啲嘅，Er，有啲示威嘅衝突咁樣，咁啲有啲學生都問，其實，咦，佢哋係啱定係唔啱啊，點解佢哋會咁做，咁樣。咁我就會唔係直接回答咁問題囉，反而我就話，Er，你認為，咁依啲咁嘅示威者，佢去進行一啲咁嘅行為，咁對大家嘅影響係邊度呢，多定少呢，對人嘅好處係多啲啊，定係壞處多啲。咁我就比佢哋自己去判斷囉，自己去，Er，Er，去分析呢啲資料，咁佢哋得出自己嘅答案囉。當然，Er，如果佢一啲好……即係好偏頗嘅話，即係話哇，好啱啊，好啱啊，佢哋，Er，攔住曬啲路啊，真係太好啦咁樣，咁其實我就會問啦，咁，Er，如果你係比人攔住路嗰個人，你會點呢，咁其實都會係個，Er，思考裏面，即係佢哋係做一啲判斷嘅時候，我都會多加引導啦，等佢自己得出自己嘅結論。咁我就覺得，Er，我哋老師，Er，成日都講就係，Er，傳道、授業、解惑啊嘛，係咪。咁其實我哋係咪真係要比一個實際答案佢，我覺得又未必嘅，等佢係當中自己有一個分析，我覺得係比佢更加有透徹嘅感覺啦，等佢可以自己判斷出黎，究竟，咦，呢個係啱定唔啱呢，咁我覺得係，應該留返依啲嘅空間比佢哋去思考囉。
訪問員：	嗯，咁你都會同啲學生可能做一個理性嘅討論，又或者比佢自己多啲空間去分析啦。咁佢係有啲常識科嘅老師就反映就話，佢可能會

	盡量都唔同學生討論啦，會避開即係同學生去傾呢啲咁嘅議題啦，咁其中一啲原因可能就係學校嘅壓力，又或者家長嘅壓力啦。咁你覺得，Er，如果有啲學生係問到呢啲問題，如果啲常識科老師係好抗拒去答，同埋好想避開啲學生呢類型嘅提問嘅話，咁你覺得呢個現象會唔會都有部分嘅壓力係來自於學校，又或者家長呢？
受訪者：	我又唔認為係來自學校同埋個家長嘅，反而我覺得呢，係嗰個老師呢，我認為佢係，自己係，自我規範啦，或者自我審視呢太強烈啦嗰個感覺。我覺得只要，Er，幫到學生，去作出一個分析，同埋思考，我覺得係需要引導嘅。咁佢係，Er，會唔會啲老師都擔心，啊，自己引導嘅方向會唔會出錯呢？Er，我自己嘅想法會唔會影響咗學生呢？其實我覺得就，唔使好擔心嘅，如果老師都自己有一個正確嘅價值觀嘅話呢，其實，將呢啲正確嘅價值觀灌輸返比學生，其實都係一件好事黎嘅。
訪問員：	明白，但係佢咁，即係佢咁會去避開學生嘅呢啲、呢類型嘅提問啦，你會唔會覺得佢咁呢一個行為係源自於，Er，佢咁嘅擔心，或者佢咁驚受到一啲處罰，又或者比人投訴之類，所以佢咁先會咁做呢？
受訪者：	Er，如果佢咁刻意避開，噏，我想講係少數定係多數啦，如果，如果即係話，我講全部嘅常識老師，Er，有百分之 90 都避開佢嘅話，咁我覺得就係，呢個現象就唔理想囉。即係講緊嗰個老師，有一個正確價值觀囉。咁其實如果，嗰個老師，佢個價值觀係正確嘅話，我唔認為呢一種係一種壓力囉。即係其實我覺得，個老師自己本身如果個價值觀係有問題嘅話，咁佢咪驚比人處罰囉。咁佢係如果佢價值觀係冇問題嘅，咁我相信佢唔會有比人處罰嘅機會囉，亦都唔會話係有，如果佢價值觀係正確嘅話，其實我相信亦都唔會有家長嘅壓力啊、學校嘅壓力囉。
訪問員：	噏，明白。但係依加，Er，即係好多嘅調查，Er，對一啲現職常識老師嘅一啲訪問啊、調查，其實都佢咁都有反映，就係佢咁見到有，即係部分嘅同行啦，就係因為可能佢咁係堂上面講咗啲比家長或者學校認為唔恰當嘅野，就可能比人，Er，就可能比人炒咗魷魚啦，咁又或者搞到去教育局嗰度，又或者可能比啲家長係度議論啊。咁好多人就係見到呢類型嘅例子，所以就避開唔討論一啲，即係所謂比較敏感嘅一啲議題，又或者同政治相關嘅議題啦。咁佢咁，即係呢一種行為，你覺得佢咁嘅壓力來源會唔會係來自於家長或者學

	校啊？即係唔係佢自身價值觀有冇問題，可能佢，Er，佢有一個，佢自己本來有一個政治取態度嘅，但係佢都好刻意唔想去講，唔同學生討論，避免，Er，就可能為咗保障自己嘅「飯碗」啦所謂，咁你覺得會唔會係因為學校或者家長呢，呢啲壓力？
受訪者：	學校或者家長……
訪問員：	因為其實有啲老師有反映，就係話，Er，學校可能有比指引佢咗，就係常識科某啲題目，可能涉及到一啲政治或者敏感嘅一啲議題啦，咁可能佢咗比佢咗嘅指引就係話，可能照書讀就算啦，又或者唔好講太多額外嘅野，又或者避免同學生討論太多時事啊，之類啲啲啦。咁你會覺得會唔會係學校嘅壓力，令到佢咗最尾唔願意同學生有一個理性嘅討論係度呢？
受訪者：	如果你係咁樣講，即係……即係係學校嘅指引係好明確咁指示，我相信係來自學校嘅壓力嘅。咁但係如果學校係有一個明確指引嘅話，我相信個壓力係來自佢自己嘅姐。
訪問員：	又或者你覺得呢一類型嘅學校係香港多唔多呢？即係多唔多學校會咁樣同啲老師講呢？
受訪者：	我相信就唔多啦，因為我自己，Er，我自己嘅經驗就唔係咁樣嘅，即係我咗……我咗嘅經驗係唔會，啊，啊，喂你有啲咩講得，有啲咩唔講得，我就有呢個指引嘅。咁我，反而我認為呢，即係，Er，有呢個情況比較多，我相信係來自官校，我估。咁因為官校可能個指引就會明確啲啊、清晰啲啊、緊貼得，Er，好啲啊咁樣。
訪問員：	噃，明白。好，咁我咗可能再討論下其他嘅一啲，Er，相關嘅一啲主題啦。咁你覺得依加常識科嘅老師係教授公民教育課題嗰陣有啲咩常見或者共同嘅困難，又或者挑戰呢？即係，譬如係教學資源方面，你覺得教公民教育嘅教學資源充唔充足？
受訪者：	即係頭先都講啦，其實，Er，嗰個公民教育嗰個配套啊，其實唔強嘅。Er，嗰個，一啲好，Er，standard 嘅例子啊，或者一啲教材啊，或者教案啊，其實都唔多，其實都有限。咁其實我覺得，Er，我咗作為常識科老師，如果要係有限，Er，嘅，即係教案啊，一啲，Er，教材啊，上面去發揮呢，其實我覺得就，Er，會有影響嘅。如果可以有充足啲啦，或者多面啲嘅教材呢，我覺得應該可以幫助到呢，我咗去提升我咗教授公民課嘅能力啊，或者我咗嗰個經驗啊咁樣囉。

訪問員：	<p>嗯，明白。咁你覺得常識科老師係教授公民教育課題嗰陣，佢哋嘅自主權大唔大呢？即係譬如佢哋係，Er，訂立課堂嘅學習目標，咁佢哋嘅話事權多唔多、大唔大呢？</p>
受訪者：	<p>Er，我認為都大嘅。即係，都係以我自己經驗黎講啦，因為我哋，Er，Er，即係除咗常識科有教授一啲公民概念之外呢，其實我哋係一啲午後嘅特色課程啊，都係一啲我哋自己校本去設定嘅內容黎嘅。咁好似我哋頭先講嗰幾個課題啦，其實全部都係我哋由老師自己去構思啦，Er，係一個中心思想，然後由一啲，Er，inquiry question，裏面呢去發展一啲課題出黎。咁其實我認為呢，暫時黎講，雖然公民嗰個教材唔多，但係我哋嗰個自主性係暫時都仲係有嘅。</p>
訪問員：	<p>嗯，明白。咁我哋可能講下專業培訓嗰方面啦。咁你覺得常識科老師，啊譬如好似你咁樣，同埋好多依加常識科嘅老師都係啦，咁可能其實佢哋諗本來大學讀嘅學位唔係讀常識教育相關嘅學位啦，又或者唔係讀一啲社會學相關嘅學位啦，佢哋自身可能對公民教育嘅認識唔係太多啦，咁你覺得，Er，係專業培訓方面，你覺得足唔足夠、充唔充足呢？</p>
受訪者：	<p>我覺得呢，暫時係唔夠嘅，因為，Er，Er，因為其實，即係開始你個訪問都講緊常識科其實有六大範疇啦，而公民教育其實都係其中嘅一個部分。咁，Er，因為常識科要橫跨嘅學習領域，實在太多啦，無論係呢個公民教育啊，Er，甚或者一啲科學嘅科學嘅理論啊，都要涉獵到啦。其實係有限嘅課時裏面，Er，進行個公民教育嘅時間，同埋機會都唔多，而且仲要同，Er，其他嘅知識去分嘅時候呢，其實我見到係一啲政府嘅機構啊，或者一啲，Er，專上學院嘅一啲嘅，Er，培訓啊，其實都唔算多嘅。但係如果係，Er，稍後，遲啲就係呢個常識科去分拆成為呢個人文科，同埋呢個科學科呢，我相信呢，係呢個，Er，公民教育上面嗰個培訓呢，就會增強一啲。就好似你頭先都講，我哋老師未必都係，Er，一啲專科出黎嘅學生啦，Er，就好似黎緊會分拆做呢個科學科一樣嘅，其實我哋都唔係一個，Er，專科嘅學生。其實如果政府可以提供更加多嘅培訓，或者更加唔同課題啊，或者唔同方向嘅培訓呢，我相信係，Er，令我哋係有，Er，一啲增長，同埋一啲，Er，提升我哋教授嘅能力嘅。</p>
訪問員：	<p>嗯，明白。咁學校行政嗰方面呢，咁其實公民教育好主要就係可能比學生認識一啲佢哋嘅權利啊，或者佢哋嘅義務係啲咩啦。咁係你</p>

	自己間學校入面，會唔會有好多行政係可以配合到公民教育呢，譬如會唔會比學生一齊參與一啲制定一啲校規啊，去比佢哋作為一個公民教育嘅學習呢。
受訪者：	Er，噏，學生參與嘅程度呢，Er，噏，我先講啦，公民教育呢，我覺得就我唔認為淨係就關於，啊，究竟個權利啊、義務啊呢樣野，其實佢仲有好多唔同嘅個人能力啦。咁其實係，Er，如果係講緊個小朋友去體驗，Er，一啲唔同嘅能力啦，唔同嘅要求上面呢，唔同嘅素質上面呢，其實佢嘅參與率係多嘅。但係如果你關於係學校行政上面呢，佢哋嘅抉擇權呢，就反而唔多啦。
訪問員：	噏，咁你以你自己嘅經驗啦，你哋會唔會有一啲，Er，譬如可能係選班長啊、選科長嘅活動去，從中比佢參加呢個，即係作為一個公民教育嘅學習咁樣。
受訪者：	Er，其實呢個係講緊學生個個都係一啲成長啦、啲素質嘅培養啦。Er，我自己嘅經驗啊，我唔知其他班係點樣樣啦，我呢就係會比佢哋自己揀班長啊、揀組長啊、揀科長啊。咁因為佢哋係，Er，有幾樣野啦，第一就係個承擔責任個精神啦，跟住有嗰個，Er，選擇嘅權利啦，然後係要，Er，承擔個結果個準備啦。咁好簡單，唔單止係我自己分享自己嘅經驗，就係唔單止係選擇自己嘅班長啦、科長，甚或者比佢哋選擇佢聖誕唱咩歌都係佢哋嘅權利黎嫁，咁佢哋去體驗囉。當我哋，Er，大部分人選擇咗之後，咁我哋小部分人嘅，咁我哋就會一齊去尊重呢個決定。咁亦都係，我相信都係一種學習黎嘅。
訪問員：	明白。咁係自我效能嗰方面啦，你覺得依加嘅香港常識科老師係教公民教育課題嗰陣，佢哋普遍嘅信心大唔大呢，即係譬如佢哋會唔會好驚去教公民教育嘅相關課題呢？
受訪者：	我相信佢哋唔係驚教公民教育嘅課題，反而我覺得佢哋驚呢，佢哋嘅教材啊，Er，未必可以好令到呢，學生係明白或者好，Er，體驗到呢，我哋係作為個公民啊，或者我哋嘅責任啊，我哋要盡嘅義務啊，或者我哋需要嘅素質同埋能力。我覺得佢哋，相信係佢哋驚教，係因為個教材未必係能夠可以完全去令到學生去明白咁樣樣囉。反而我就唔認為係，即係啲老師去擔心，噏，其實我哋會講錯啲咩啊，或者我哋會講嘅唔應該講嘅野啊，咁囉。
訪問員：	噏，咁你知唔知有啲咩學校係常識科嘅公民教育課題上做得比較

	出色嘅呢？又或者你自己覺得你依加教緊呢間學校嘅常識科，係公民教育課題上面做得出唔出色呢？
受訪者：	噃，我又冇覺得話特別出唔出色㗎，但係就我見到學校都有唔同嘅公民教育嘅項目啦，例如我哋會有我哋嘅升旗隊啦，會有我哋嘅步操訓練啦，其實都係，Er，有一啲，即係點講呢，唔係特別出色，但係我哋認為我哋學校係要有，或者，Er，一個，Er，正常學校都應該會有嘅團體啊，或者有嘅學習啊，我哋都會提供嘅，咁樣囉。
訪問員：	噃，咁係常識科入面嘅公民教育課題，咁你又覺得你學校做得如何？即係譬如你覺得，Er，啲教案會唔會寫得好完善啊，即係準備好充足啊，又或者會自己準備好多唔同種類嘅教材去教常識科入面嘅公民教育課題呢？
受訪者：	Er，公民教育課題裏面，如果係返常識科呢，咁我哋主要都會係跟返，Er，出版社嘅教科書去教啦，但係你話有冇額外嘅教材，我認為就暫時唔係特別多啊，都係，Er，用返呢，Er，一啲出版社去提供嘅教材啊、一啲教案啦，商討佢點樣係呢個過程裏面，點樣可以比學生去吸收到個知識囉，就有特別嘅額外嘅教材啦，咁囉。
訪問員：	好，噃，咁我哋嘅訪談去到依度就完啦，好多謝曬你分享。
受訪者：	好，唔該你。

Appendix D

Transcript of Interview 3 (Teacher C)

Transcript of Interview 3

Interview Date: 16 March 2024

Interviewee: Mr Wong (General Studies Panel Head in a Private Primary School)

Interview Language: Cantonese

訪問員：	公民教育係常識科一個好重要嘅部分啦，咁，Er，其中一個常識科嘅學習範疇就係社會與公民啦。咁對你而言，公民教育係啲咩呢？
受訪者：	我覺得呢，公民教育呢，其實就係人嘅身份，同埋係唔同嘅環境之下呢，佢哋有啲咩互動啊。咁姐係咩環境呢，咁其實我哋人呢，面對有好多種唔同環境，譬如可能一個小朋友，佢要面對屋企人啦，佢要面對，Er，佢嘅鄰居啦，跟住佢日常生活，譬如可能係學校啊，甚至乎可能佢日常生活聽到一啲社會上嘅事件啦，以至到最遠呢，其實都係世界嘅公民啦咁樣。咁所以呢，姐係問我公民教育係啲咩呢，就係佢係一個身份，或者係唔同嘅地方，佢唔同嘅身份嘅互動之下呢，佢可能要，Er，知嘅一啲可能係一啲社會嘅規則啊，又或者一啲佢應該要點樣做嘅一啲嘅規則啊，咁樣樣嘅一個科目囉。咁所以其實你會見到，其實公民教育呢，其實，Er，Um，都佢要牽涉嘅範圍呢，都好大嘅。姐係，姐係譬如可能最 basic 嘅就係，譬如可能係屋企人同佢關係係點樣啊，咁所以你見到一年班，其實我哋會都有講，Er，姐係親戚啊，嗰啲……嗰啲課題咁樣樣啦。咁同埋亦都會講話啊，我哋點樣同屋企人相處啊，同身邊嘅人點樣相處，一年班都係講，Er，類似呢啲咁嘅野啦。咁然後跟住呢，你會見到其實常識科呢，佢慢慢、慢慢呢，佢又去到高年班黎講呢，咁佢個層次呢，就越黎越大。姐係譬如就講倫理啦，咁啊二年班，OK，咁啊跟住去到三年班就會開始提升到社會啊，個層次，咁樣樣，姐係譬如可能會認識多啲一國兩制啊等等，社會一啲嘅運作啊，咁樣樣啦。咁所以你就會見到呢，其實公民教育本身呢，呢 4 個字呢，本身佢涵蓋個範圍同埋層次呢，其實都好唔同嘅。
訪問員：	嗯，Er，咁係你嘅教學生涯入面，有冇教過啲咩公民課題，Er，有冇一啲印象深刻嘅活動或者經歷呢？
受訪者：	喔，如果你問我，反而我覺得係，我啱啱做實習老師嗰時候呢，我嗰陣時教呢，有一課呢就係講話係，姐係環境衛生嗰課啊咁樣樣咁啊。Er，點解會特別比較印象深刻呢，因為其實就，Er，我

	<p>覺得呢，其實學公民教育呢，一定呢要係，姐係比較容易入手啲，就係啲日常生活嘅經驗呢，佢先會容易入手嘅。咁，Er，你……如果你要一個比較容易啲去入手嘅話呢，咁其實佢平時返學啊、放學，或者去行街、行過屋企咁，Er，嗰個情況呢，咁啊去學依啲嘅題目呢，咁其實佢咁會比較投入啲嘅。咁相反你問我呢，有一啲課題真係比較難嘅，譬如可能就係一啲，同，Er，我哋個社會，或者我哋國家嘅政制一啲嘅課題呢，係真係相對黎講係難嘅，因為佢可能嘅生活經驗最多只係，Er，睇新聞嗰度學返黎嘅姐。咁但係到我哋教嘅時候呢，其實都係真係有啲難，咁所以姐係如果你問我呢，最……最……姐係比較印象深刻呢，就係教一啲呢，就係同，Er，我哋日常生活有關嘅一啲嘅，Er，課題囉。咁我記得嗰堂，我係，姐係將某一版教科書呢，其實，Er，佢咁就係，姐係有啲人做得唔啱嘅地方呢，咁佢就畫咗係幅圖到，咁又跟住我記得我放大咗嗰幅圖呢，咁又跟住呢，我就比啲同學仔以小組嘅形式呢，就圈返，姐係，Er，唔同做得唔啱嘅地方啦，咁啊跟住我比佢哋試下又 role play 啦，等等咁樣啦。咁我記得班嗰堂都，其實都玩得幾開心嘅，係因為點解特別係我會揀係我做實習老師嗰時候呢，最……姐係最深刻印象呢，因為嗰陣時就，我會覺得其實就姐係第一次接觸呢個課題嘅時候呢，咁，Er，姐係會見到原來呢，姐係，Er，一啲好似睇落好悶嘅課題呢，只要你其實係，姐係適當引導呢，其實都可以呢，係好活潑。咁所以我啊，對呢一課係比較印象深刻啲囉，係啦。</p>
訪問員：	<p>嗯，咁你本身教學經驗都相對比較豐富啦，咁你自身係常識科教公民教育課題嗰陣有冇遇到啲咩困難，或者一啲挑戰呢？</p>
受訪者：	<p>其實困難就，我諗其實係因為，Er，姐係近呢幾年，姐係個科目嘅轉變都幾快。咁啊，Er，其實就，常識嘅新課程就……其實都係行咗我諗都……我哋學校都應該 around 五年左右喇。咁依加就要拆科啦，咁樣樣。咁其實，Er，我覺得其實整體呢都係由常識科嗰邊呢，帶返過去新嘅科目嘅。咁但係如果你問我話最大嘅，Er，挑戰呢，就係姐係當如果嗰個科目呢，佢，Er，調咗去第二啲年級嗰到教嘅話呢，咁我覺得係新個銜接方面呢，對……我諗對每一位老師黎講，其實都真係幾大挑戰，姐係究竟，Er，我哋嗰個，Er，教法，同埋應該咁講啦，話姐係我哋嗰個安排課堂方面呢，都可能要花啲時間去安排，咁樣樣囉。</p>
訪問員：	<p>嗯，咁你有冇覺得，Er，某啲常識科嘅關於公民教育嘅課題係特別難教嫁？</p>

受訪者：	我覺得其實如果係低年班呢，教政制係幾難嘅，係啦。咁啊，因為，Er，點講呢，Er，我覺得，Er，我哋需要會講啲好具體嘅例子啊，姐係，譬如可能就係講話，Er，咁叫一國兩制。喔，Er，Er，繁體字、簡體字，跟住然後，Er，我哋返內地要用回鄉證，咁又跟住然後，就我哋過香港關用身份證，嗰啲例子去講囉。咁啊……咁啊……咁啊其實姐係都……都……都比較具體啦。咁但係，姐係如果你話要再好深入講嘅話呢，咁其實我又覺得都係有啲難嘅，姐係佢究竟，Er，Er，姐係點樣去明白真正嘅一國兩制係啲咩呢，咁其實我諗其實都真係要去到六年班，或者中學嘅時候，佢先會體驗……體會到其實呢樣野係乜野野黎囉。
訪問員：	嗯，明白。咁其實你自身教育經驗都已經好豐富啦，咁但係你遇到呢啲咁嘅，Er，困難啲陣，咁你自己有冇啲咩應對嘅方法去解決呢啲困難呢？
受訪者：	喔，都係有嘅，咁其實都係要，Er，教完一年之後，問返自己，啊，究竟呢個姐係……姐係……姐係呢個課題教嘅時候呢，我會問自己就係有啲咩地方，我覺得係難講，又或者呢，睇佢作業嘅時候，有啲咩地方呢經常係錯得多啦。咁……咁然後跟住呢，到我下一年再做同一個課題嘅時候，姐係如果咁啲又教同一級嘅時候呢，咁可能又會試下搵下啲唔同嘅例子去講啊。咁其實姐係，其實，Er，成個過程都好漫長嘅，姐係你話會唔會有時候可以即刻立竿見影呢，我覺得難嘅，但係就，姐係透過，Er，每一次自己嘅反思呢，咁啊，姐係究竟如果比我再教多次，我再點樣去做嘅時候呢，咁我可能有時候會……姐係用……會再調節返自己嘅例子啊，或者係可能，Er，姐係個個講嘅方法啊，或者個活動呢，會再更加調節咁樣樣囉。咁姐係我會覺得其實就係……就係如果，尤其是係啲啲新老師呢，其實要面對呢樣野呢，就係話，啊，究竟我教得好唔好呢咁樣，其實你睇啲學生表情你就知嫁啦，姐係，或者佢答返你啲……啲啲，Er，考試卷啊，或者功課呢，你就知嫁啦。咁姐係有啲地方呢，唔知點解呢，總會有啲人錯得多啊嘛，咁你錯得多嘅話，姐係佢唔明啦，如果佢唔明嘅話呢，姐係其實，Er，到我再，Er，下一次個教學循環，咁姐係，一批……一批新嘅學生，一個新嘅學年嘅時候呢，咁啊，可能我會特別再留意返呢啲多啲，咁其實姐係日子有功，慢慢累積經驗嘅話呢，你其實就會知道呢，邊啲位你應該會講得長

	<p>啲，邊啲啊應該會講得短啲咁樣樣，咁所以其實我覺得係一個比較漫長嘅方法黎嘅，咁樣樣囉。咁啊你話，譬如，Er，教學資源，咁呢啲教學資源其實就網上嘅好豐富嫁啦，咁啊都姐係我覺得，Er，就都唔係一個問題黎嘅。咁你話，譬如，Er，專業嘅培訓咁樣樣，咁其實依家 EDB 都有好多唔同嘅講座啦，或者工作坊啦，咁我諗其實支援都好夠嘅，係啦，咁樣樣囉。咁我覺得反而覺得係最緊要就係，姐係我哋做老師做反思個過程囉，姐係，Er，唔係教完就算，但係真係一定要細心啲留意下你究竟學生呢，其實你仲有咩 outcome 出黎呢，個情況係點樣，咁你先可以姐係慢慢、慢慢咁樣去教得好咁樣啦。</p>
訪問員：	<p>噃，咁，Er，你覺得香港嘅常識科老師係教公民教育課題，譬如香港特別行政區嘅成立啊、自由與守規、香港開埠後、一國兩制，咁呢啲嘅……等等呢啲課題啦，咁佢哋遇到困難或者挑戰嘅情況普唔普遍呢？</p>
受訪者：	<p>普唔普遍……Er，點講呢，我諗……我諗其實就，Um……我諗下先。應該咁講啦，應該咁講啦，Er，我覺得呢，其實老師們呢，Er，姐係如果教授呢啲課程嘅時候呢，如果你話，譬如啲最基本我哋教，啊，有咩權利同自由啊，嗰啲呢其實就唔係好難教嘅，因為我覺得呢，因為呢一課啲例子呢，其實本身都好具體嫁嘛，咁樣樣。咁但係呢，有啲情況之下呢，我覺得其實係，Er，姐係可能……可能，Er，個最大嘅問題就係，有時教嘅時候呢，同埋，Er，你真係……係咪真係，Er，好了解呢一科呢，我覺得有啲老師呢，又真係未必嫁。姐係可能，Er，到真係可能佢落手教嘅時候呢，原來發覺有一啲佢日常一啲嘅觀念呢，先發覺可能係……姐係，Er，有啲唔同嘅。姐係譬如最簡單咁講，區議會咁樣啦，有啲……有啲老師同我講，區議會係公會黎嫁，咁啊跟住然後去到佢第一年教嘅時候呢，跟住呢佢先發覺，唉，原來唔係，原來……原來區議員呢，佢係一個，Er，姐係諮詢架構入面嘅一個成員咁樣嫁。咁又跟住，譬如另外就，Er，姐係好多時候啲人就會以為係，Er，立法會，佢係屬於政府一部分嘅，咁樣樣，咁但係其實唔係嫁，因為我哋都知道，姐係特區其實，姐係佢將，Er，3 個部分呢，其實佢哋都係分咗 3 個唔同嘅，Er，機關咁樣樣啦。咁我覺得有啲老師呢，可能平時聽新聞就聽得多喇，咁但係呢，到佢落手教嘅時候呢，可能呢佢自己呢，都會姐係發覺，喔，原來以前一啲已有嘅觀念呢，其實原來都未必係咁嘅，咁又跟住到佢落手教嘅時候呢，其實佢同時都係糾正返佢一啲佢以為嘅一啲嘅觀念咁樣囉。咁我覺得都係一</p>

	<p>種教學相長黎嘅，姐係……姐係其實就，Er，我諗其實大部分嘅人，Er，學……姐係學呢個體制呢，其實好多時候都係一知半解，因為可能大多數都係去，Er，新聞啊，聽過新聞啊嘛家下，學下學下，或者可能，姐係偶爾可能，姐係或者可能每年投票嘅時候呢，咁嗰陣時姐係先經歷過呢樣嘢嘅，咁但係到你真係學呢個課題嘅時候呢，其實有啲 concept 呢，你都要自己搞清楚囉，咁就姐係以免就會有一啲咩笑話呢，就都……都聽過有啲老師都以為，哇，以為啊，立法會係政府部門黎嘅，咁姐係……姐係但未……姐係未教啦，咁啊，但佢教嘅時候就知道唔係咁樣。咁所以就姐係我會覺得其實，Er，姐係，Er，呢啲嘢，如果你唔細心去鑽研嘅話呢，其實係有機會會搞錯囉。咁所以姐係，我覺得，Er，個挑戰就係……姐係……姐係究竟其實我哋已有嘅觀念，姐係可能純粹係平時聽新聞咁樣，冇去認真鑽研嘅話呢，你究竟明唔明佢姐係……姐係究竟明唔明佢嘅底蘊呢咁樣，但到教嘅時候啦，大家同儕備課之後呢，姐係我會慢慢幫佢扭轉㗎一啲，Er，可能有啲錯嘅，但以往嘅一啲嘅 concept 咁樣囉，咁就……就到佢教嘅時候，呢咁佢哋都特別會注意返自己講嘅嘢係咪正確咁樣囉。</p>
訪問員：	<p>嗯，咁你啲咩都提及到就係話依加嘅公民教育相關嘅教學資源都尚算充足啦，網上都好多資源啦，咁你覺得呢啲資源，Er，質素算唔算高呢，又或者，Er，你覺得呢啲嘅資源可唔可以好有效幫你達到你想做到嘅一啲，Er，教學目標呢？</p>
受訪者：	<p>咁其實都好充足嫁啦，因為近呢幾年政府呢，會……都因為都隨住有唔同嘅公民教育議題啊，尤其是近呢幾年呢，姐係國安，但姐係 EDB 都擺咗好多資源係嗰度，開發啲教材啊，嗰啲咁樣嘅。咁啊，同埋都好多 workshop 嘅，咁所以姐係如果老師有啲咩疑問嘅話呢，其實姐係都去上去 EDB 嗰度睇返相關嘅教學資源呢，其實都會好足夠嫁啦。</p>
訪問員：	<p>嗯，咁你覺得，Er，依家常識科老師係教公民教育課題嗰陣，但嘅教學自主權高唔高呢？姐係譬如佢哋會唔會，Er，有好高嘅話事權可以決定到自己嘅，Er，嗰堂公民堂嘅教學法係啲咩啦，譬如，Er，決定到嗰堂嘅學習目標係啲咩咁樣。</p>
受訪者：	<p>其實每一堂都，老師都會有佢嘅自主權嫁嘅，姐係睇下你個……睇下你點樣睇自主權呢樣嘢啦，姐係譬如你話，Er，最 basic 嘅，究竟我呢，一堂要教幾多頁，教幾多個 concept 咁樣，咁呢啲根本係每一個老師按住唔同嘅課堂嘅進度，依加學生個個能力去自己去調節嫁嘛，咁所以如果你話單純呢一啲呢，咁其實唔關公唔公民</p>

教育事嘅，本身老師呢，作為一個老師呢，我覺得呢個直程係一個專業能力啊，究竟你邊個位應該要教快啲，邊個位教慢啲，點樣教呢，其實老師本身呢，其實係咩 topic 都好呢，其實係都……都……都有一定嘅自主權嘅，因為我哋先係課室入邊嘅……嘅主人㗎嘛咁樣樣。姐係……姐係其實入到去，咁你究竟其實，你最清楚個學生嘅能力係點樣嫁喇，姐係如果你話用同一個方法，就算你話同一級教嘅話呢，咁其實有……都會……都會有問題嘅囉，姐係話你你有好多嘅一啲因素，你其實要調節嫁嘛。姐係我唔講話能力，譬如可能最簡單嘅就係，Er，譬如我擺今年黎做例子啦。今年大家都知，姐係可能學期頭嘅時候，成日都返唔到學嘅，咁有啲堂呢，咁啊有啲老師，佢本身可能就，集中於係，Er，星期五啊嘛，咁我如果有記錯，大家冇記錯啊，咁喺上半年嗰陣時候，姐係星期一、星期五成日都落雨，或者天然因素返唔到學嘅，咁姐係老師，佢會佢自己都要去調節返個課堂啊嘛係咪。咁所以如果佢，Er，姐係如果你話本身佢冇自主權去做呢樣野，大家，Er，講好早話一定要用同一個方式去教嘅話，呢咁你有咗個個，姐係調節個時間嘅話，其實大家都趕唔到個教學進度。咁所以姐係你問話個自主權，其實你如果你話講話，純粹話選擇教學方式啊，選擇教學目標啊，嗰啲，咁其實都一定有嫁啲，咁都係，譬如，因為其實現實係我哋做，姐係教學嘅時候呢，我哋都總唔能夠係，姐係咁死板咁樣去跟囉。咁姐係就算你話學校有進度都好呢，咁其實都會，Er，姐係……姐係進度都係一個 reference，咁但係都要考慮返實際嘅情況，你要做個調節囉。咁但係當然你話，Er，教嘅，Er，concept 一定要一樣嫁啦，因為呢個係一個中央課程嘅一個嘅設置黎嘅，姐係……姐係你，Er，究竟要教啲乜嘢嘢，咁你其實 EDB 文件啊，或者教科書啊，呢啲咁本身都已經係有一個框架係到，但係你話，譬如你選擇用啲咩教學嘅方式、用啲乜嘢嘅例子，你恰當嘅例子都有好多種嫁，咁但係唔一定話，譬如我呢個老師嘅，一定教呢個例子，隔離班個老師又一定要教呢個例子，但係最緊要就係本身佢教嘅野唔錯嘅話，咁我哋用嘅例子，就算你話唔同嘅話，但大家都係教育同一個 concept 咁話，咁其實都係一種，我覺得係一種教學嘅自主權囉，姐係我又覺得未至於話去……直程係去到話，Er，姐係完全選擇唔到一啲乜嘢嘢，咁我又覺得每一個老師都會有佢自己本身嘅自主

	權去選擇乜嘢嘅，Er，教學方法啊，或者用啲咩例子啊，或者用啲咩活動啊，或者係姐係佢咁個嘅，Er，進度點樣去講啊，咁其實一定係有佢嘅自主權係到度囉其實。
訪問員：	嗯，咁你啱啱有提到就係話有啲老師，特別係啲新嘅老師，可能佢咁自己個……對於公民教育嘅一啲知識都真係可能有，Er，都未必……未必咁充足啦，可能都有啲缺乏啦，咁你覺得依家對於公民教育，對於比常識科老師嘅一啲公民教育嘅培訓又足唔足夠呢？
受訪者：	我覺得有時候呢，有啲培訓呢，其實就……點講好呢，姐係佢開啲啲，譬如有時有啲座談會呢，其實我覺得有時陳義過高啊，咁姐係其實姐係咩意思呢，姐係話其實，Er，可能係比大人聽多啲囉，姐係未必係比，姐係咁我哋點樣去轉化咗落去教去小朋友嗰到啊，咁其實我覺得，Er，姐係有時候如果可能有啲培訓呢，可能姐係比較多少少係教學上面嘅例子嘅話呢，咁我諗其實同工呢，對於佢教學嗰方面會更加大啲咁樣囉。
訪問員：	嗯，咁你自己都係讀，Er，常識教育學位啦，咁你覺得你讀大學嗰陣常識教育，Er，讀呢個學位嗰陣，佢比你嘅公民教育嘅培訓又夠唔夠呢？
受訪者：	點講好呢，喺，我已經係，姐係好多年前畢業嫁啦，其實……咁其實呢，Er，我諗其實，Er，教院呢，佢哋要設置個課程嘅時候，呢佢都係考慮好多因素嘅，咁佢要首先佢又要確保到佢依加個嘅，Er，姐係個個……純粹唔係講教育類啦，姐係可能講一啲，Er，本科知識啊，咁其實佢亦都要需要，姐係要睇齊翻大學嘅程度嘅，咁所以嗰陣時姐係讀教院嗰時候呢，好多時候呢，我見到啲上啲啲 social science 嗰啲堂呢，其實都係好符合大學嘅程度嘅。咁姐係純粹黎講係，姐係提升返一個老師嘅本身個知識面啦，同埋個學習深度咁樣樣啦。咁但係如果你話純粹話係姐係用一個，Er，公民教育去教嘅教學方法呢，係我個年代呢，我唔覺得就有特別點樣去學過囉。咁但係你話相類似嘅嘢，咁都可能都學過，譬……如譬如價值教育嗰啲步驟啊，嗰啲咁都……都以前有學過咁樣樣嘅。咁但係你話，Er，對於政制嗰方面呢，咁我……我又唔見我哋嗰陣時有啲咩特別教法話係……姐係……姐係去……去用到咁樣樣。咁但係你話純粹你話，譬如讀啲可能社會政策啊，或者類似 social science 嗰啲……嗰啲呢，咁嘅 course 呢，反而係有囉。咁但係我又覺得又

	<p>要睇下個老師本身個吸收能力，同埋佢本身佢點樣看待呢科，有啲……有啲老師，佢會覺得，哇，學呢啲呢做乜鬼野啊，咁樣樣，好似都同我教書冇……有關係，但有啲老師又覺得唔係嘅，姐係其實你教得人嘅話，其實你個內在個修為，同埋個個嘅……個個層次呢，其實你理論上唔係話，因為我教呢一科，而先姐係……淨係學到個度咁啊夠啦。咁但係我覺得其實，姐係如果你話係教院佢，Er，係設置一個大學課程黎講呢，其實佢都係除咗話係想培訓一個老師之餘呢，其實都係想以一個大學生，培養一個大學生為目標咁樣樣囉。咁但係姐係你話當時嘅同學仔，佢明唔明白到呢一點呢，咁其實就真係好睇大家個修為係點樣囉。姐係……姐係有啲人，佢會覺得成日教院啲啲野係好冇用嘅，咁但係於我而，我覺得如果你話培訓一個大學生呢，其實的而且確，你係需要有一啲科呢，其實係要貼近返個大學嘅程度，同埋要提升返個大學個大學生個個……個個修為囉。咁所以就，姐係如果你話論教學法呢，咁啊好general 有學過嘅，咁但係你話係咪真係好專門教公民教育嘅教育法呢，咁我又諗返，我又覺得又唔太多囉，姐係可能價值教育會比較貼近啲，咁樣囉。</p>
訪問員：	<p>噃，咁我都有聽過有啲學校呢，係會同啲常識科老師講話，Er，當你教到一啲公民課題嘅時候呢，可能要自己注意，唔好亂講野，或者所謂講錯野啦，咁你自己嘅學校會唔會有呢啲情況出現，又或者你有冇聽過有啲學校都係會咁做呢？</p>
受訪者：	<p>其實幾時都唔應該講錯野嫁啦，你數學堂啊，中文同英文，我哋都唔可以講錯野、教錯野嫁啦，係咪先。咁所以姐係睇下你……我……我覺得咩叫講錯野呢，教錯野咪姐係講錯野囉。姐係本身如果呢件事係一件真理，咁然後跟住然後你……你講嘅野，姐係譬如話太陽係東邊升起，咁你教學生太陽西邊升起嘅，咁呢個點都係唔啱嘅一樣野黎嫁啦，咁樣樣。咁所以姐係……姐係我覺得最緊要就係……姐係，Er，我哋陳述事實囉，姐係我哋……我哋教書最緊要就係一樣，就係陳述事實，咁然後跟住就按一個嘅，Er，實情去講，咁樣樣囉，咁你就唔會教錯嫁啦自然。</p>
訪問員：	<p>又或者，Er，我都有聽過有啲學校呢，係會同啲老師講話，可能會盡量避開同啲學生進行一啲……姐係政治上嘅討論，又話者一齊，Er，最好就唔好討論一啲比較敏感嘅議題或者時事嘅議題啊。</p>

受訪者：	其實係咁講嘅，姐係咩叫政治呢，政治係眾人之事啊嘛，姐係……姐係關乎眾人之事，呢個……呢個係阿孫中山講嫁嘛。其實我哋有可能唔講政治嫁㗎，你……你淨係問學生一句說話，就係話邊個係特首啊，佢答你李家超呢樣野都已經係一種政治黎嫁㗎。咁所以姐係有可能係唔講政治嘅，如果唔講政治嘅話，咁你三年班同六年班，你學啲咩呢，你學政府架構都係政治嘅體制一部分黎嫁嘛，係咪。你學一國兩制都係政治一部分黎嫁嘛，係唔可能唔講政治嘅，因為呢個……呢個係我哋係日常生活入邊，Er，遇到嘅一樣嘅，Er，嘅……野黎嫁嘛，咁樣樣。咁我覺得其實，Er，睇下你點樣去帶領個討論嘅姐，姐係我又覺得，姐係有啲同學呢一定會有啲疑問，咁點解呢個疑問係邊到黎啊，就係其實佢係日常生活入面可能道聽塗說啊，或者可能睇新聞一知半解嘅情況之下，佢先會有咁嘅question 嫁嘛。咁你作為一個老師，其實你面對呢啲，你係面對姐係同學仔呢啲咁嘅疑問嘅時候，你咪按返一啲我哋姐係……姐係教育局啊，或者可能係，Er，一個……一個常理去同返同學進行解釋囉，咁我覺得其實最緊要就係，姐係老師們呢，自己都唔好驚，姐係如果遇到一個，Er，遇到一啲你可能覺得你唔識答問題嘅時候呢，其實你自己都可以試下去搵資料嫁，姐係搵一啲正確嘅資料去答返學生嫁嘛，咁所以其實唔會好驚嘅其實。
訪問員：	咁但係你覺得，Er，姐係有啲常識科老師特登避開同啲學生討論一啲姐係敏感嘅議題，呢一個情況常唔常見，或者普唔普遍呢？
受訪者：	姐係你話……睇下你點樣去 define 一啲叫敏感議題啲咁樣樣囉。咁但係姐係有一啲如果係社會公認係，姐係如果係公認係唔啱嘅野嘅話，咁你其實應該係直徑同佢講話唔啱就唔啱嫁啦，姐係有啲有啲……有啲議題啊，係咪。咁姐係我諗其實咩叫啱、咩叫錯嘅，其實大家都已經好清楚嫁啦，姐係如果你唔明嘅，咁你其實就睇，姐係你跟返 EDB 嘅指引呢，其實就……你就……你就明究竟咩叫啱、咩叫錯嫁啦其實。
訪問員：	嗯，明白。咁可能我哋再講下一啲，Er，常識科老師嘅自我效能啦。咁你覺得依家常識科嘅老師係教公民教育課題嗰陣，佢哋嘅信心大唔大呢？
受訪者：	大唔大啊？我諗其實又……我諗如果你話淨係講公民教育呢，姐係你話譬如話，啊咁佢係呢個社會要，Er，守啲咩規矩啊，姐係譬

	<p>如話可能係，Er，要尊重唔同嘅文化啊呢啲呢，其實我又覺得都唔難嫁喎，因為你唔似好似 stem 類啲，你一定要學過你先識嫁嘛，咁呢啲係我哋，姐係唔好話做老師，我哋由細到大做學生嘅時候，學校一直教緊我哋嘅野黎嫁嘛。咁所以我又覺得唔難嘅，係啦。咁姐係你反而你問我，我覺得你學 stem 嘅仲難，因為如果你唔係讀理科出身啲人呢，你唔識啲樣野就真係唔識啲樣野，佢真係有好心。咁公民科又好唔同，公民科就係本身我哋作為一個細細個由細到大，無論你係邊間學校，或者邊個地方讀書都好，都一定要去做野。姐係就算係，唔係講學校，係講緊屋企，都有教過你應該係呢個社會點樣去守一啲規矩嫁嘛。咁所以，姐係你問我，姐係……姐係你話係咪好難教，我又覺得又唔係好難教，佢又同 stem 啲又好唔同，stem 啲你又真係，哇，就真係唔識嫁喎。咁我又覺得，姐係未至於話好難教嘅其實又。</p>
訪問員：	<p>嗯，咁你覺得，Er，雖然姐係可能，Er，一啲知識上嘅佢哋都姐係有本教科書比佢哋，佢哋都可能 handle 到啦。咁但係你話可能同啲學生去討論一啲姐係敏感啲，或者爭議嘅議題嘅時候，咁依家香港嘅常識科老師，你覺得佢哋有冇足夠嘅信心去同啲學生去討論呢？</p>
受訪者：	<p>我諗其實就，Er，如果做……姐係我哋大家都做得老師嘅話呢，其實我哋都應該知道呢，有啲咩野應該……應該要講嘅。咁我覺得，Er，我諗……我諗其實大家都會知點樣做嫁啦，姐係又未至於話完全話真係唔知點做嘅，有啲咩應該講嘅，有啲咩唔應該講，其實大家都應該知。我……我應該咁講啦，咁叫唔該講呢，錯嘅野咪唔應該講囉，又或者可能如果佢唔合乎……姐係，Er，依加個情況嘅野，你講嘅話，咁姐係你回應，姐係你應該……應該唔好話，應唔應該講啦，姐係話你面對呢啲我哋所謂話唔應該講嘅野，我哋要點樣去，Er，去回應學生呢，咁我啊覺得呢樣野就，姐係，Er，都……都我諗，作為一個專業嘅老師，其實都會知應該點樣講嫁啦，因為大家都，我諗做得老師，大家都係有大學程度，咁其實姐係，Er，點樣去應對呢啲咁嘅問題啊，呢啲呢，其實我覺得其實一般一個……一個老師黎講一定係處理到嘅。</p>
訪問員：	<p>嗯，好唔該你。咁你知唔知有啲咩學校係佢嘅常識科係公民教育嘅課題上係做得比較出色嘅呢？又或者你覺得依家教緊嘅呢間學校</p>

	嘅常識科，係公民教育嗰啲課題到，Er，做得算唔算出色呢？
受訪者：	我哋學校就主打就理科為主啦，咁啊，咁就姐係你話，Er，公民教育嗰到，咁我諗我哋又都有唔同嘅活動去……去進行嘅，姐係譬如我哋，Er，社會服務啊，又或者可能姐係，譬如，Er，一啲，Er，姐係可能係，Er，我諗又唔係話係常識科做嘅，因為你公民教育呢樣野你唔係淨係得常識科做嘅，譬如可能你有啲，Er，品德訓練嘅一啲嘅課程呢，咁啊譬如訓輔組我哋都會推行啦，咁樣樣。咁譬如你話，Er，姐係其他一啲，Er，國民教育嗰啲野，咁呢啲我哋都有做嘅，姐係，咁我哋主要都係，Er，join 唔同嘅比賽啊，或者活動啊去……去做呢樣野囉。咁所以姐係……姐係我……我覺得我哋……我哋做呢一方面，我諗我哋都中規中矩嘅。咁你話，但係你話特別好呢，咁我又覺得應該都有啲學校比我哋做得好嘅，咁樣樣囉。
訪問員：	嗯，好，多謝你嘅分享，咁今日我哋嘅訪談就去到依到。
受訪者：	好，謝謝你，好啦。