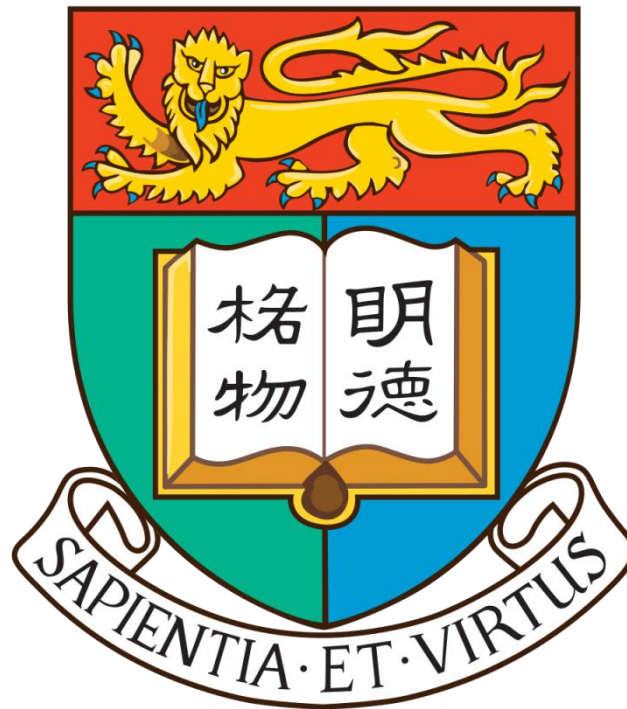




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**Professional identity of Liberal Studies
teachers in Hong Kong:
Tension and negotiation amid social change**

Submitted by:
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A research dissertation submitted in partial fulfillment of the
Requirements for the Degree of Bachelor of Education (Liberal Studies)
at the University of Hong Kong

May 2016

Declaration

I declare that this thesis represents my own work, except where due acknowledgement is made, and that it has not been previously included in a thesis, dissertation or report submitted to this University or to any other institutions for a degree, diploma or other qualifications.

Signed: _____ *Adrian* _____

Yan Kin Cheung (Adrian)

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I would also like to express my sincerest and deepest gratitude to my supervisor, Dr. Ora Kwo, for her advice and support all the way through. In particular, I appreciate her endeavours in proposing the idea of discussing research ideas in the form of study groups, in honour of the spirits of positive rapport and collaborative learning, which my classmates and I have greatly benefited.

This paper is my personal tribute to all Liberal Studies teachers in Hong Kong, who, in recent years, has been taking more than passion and courage to face the painstaking questions brought up by social and political controversies. Max Weber, in his famous piece “Politics as a Vocation”, once spoke of the true heart for politics as being able to say “In spite of all!” in face of the crumbling of all hopes. I thereby dedicate this quotation to these educational practitioners who maintain their integrity as teachers in times of social change.

Abstract

Liberal Studies is a compulsory subject under the New Senior Secondary curriculum, which aims at promoting critical thinking and cultivating students to be active citizens in the future. Using Danielewicz's pedagogy for identity development as the framework, this study aims to identify the tension and negotiation experienced by pre-service Liberal Studies teachers amid the heightened political atmosphere in Hong Kong. Through engaging in dialogues of inquiry with the interviewees, it was found that student-teachers generally faced the challenges of classroom misbehaviour and the decline of criticality among secondary school students. In light of the enquiry-based and cross-disciplinary nature of Liberal Studies, the pre-service teachers were able to devise various strategies to negotiate with the challenges, including the use of questioning skills and reflexive practices to improve teaching. Moreover, it was discovered that the integrity of teacher lay in the capacity to connect with students, both within and beyond lesson time, which ultimately affirmed the indiscernibility and emotional infusion of teaching.

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Chapter 1 Introduction

Liberal Studies is a compulsory subject under the New Senior Secondary (NSS) curriculum, which aims at promoting critical thinking and cultivating positive values among students, enabling them to become active citizens in the society (CDC and HKEAA, 2015). Nevertheless, the promulgation of Liberal Studies has not met without criticisms and controversies. Legislator Regina Ip Lau Suk-yee criticized the subject for being too focused on discussing topical events, lacking theoretical support as the over-arching theme for the curriculum. She called for a reversion of the subject back to an elective – as it was in the Hong Kong Advanced Level Examination (HKALE) syllabus (SCMP, 31st January, 2014). Meanwhile, another lawmaker Priscilla Leung Mei-fun lamented the subject for its emphasis on political events, which underlies an instillation of anti-Chinese mindset among secondary school students. She then advocated the substitution of the subject with Chinese History (Yeung, 15th July, 2015).

Departing from the conventional knowledge-based approach to teaching, Liberal Studies is taught with an issue-based approach, which involves the discussion of social issues from various perspectives, hoping to achieve a more comprehensive understanding of society before stating their stances with justifications. From a broader perspective, Liberal Studies also marked the watershed of the paradigm shift towards knowledge-based societies and life-long learning. Liberal Studies teachers are then assumed a greater role in developing critical thinking and reasoning skills among students through a cross-disciplinary curriculum.

Given the novelty of Liberal Studies as a compulsory subject and its specificity in

Hong Kong education system, the amount of literature devoted to this area has been minimal; among the available studies, the majority tend either to focus on the macro level, addressing the area to the broader narratives of education policies and curriculum studies (see e.g. Fung and Yip, 2010; Cheung and Leung, 1998), or to discuss the topic with reference to political transition and post-colonialism (see e.g. Morris and Chan, 1997). Studies on the micro level, particularly at Liberal Studies pre-service teachers, who receive authentic Liberal Studies training in their undergraduate programmes, have largely been neglected. Therefore, this study aims to identify the tension and negotiation experienced by pre-service Liberal Studies teachers amid the heightened political atmosphere in Hong Kong. This study is significant in two aspects. First, it helps to enrich the understanding of NSS Liberal Studies through the perspective of pre-service teachers of this subject, revealing how teachers devise pedagogies to promote critical thinking among students. Second, the recent heightened political atmosphere provides a timely opportunity to address the social conditions of schooling, exploring the impact of social change on both the pre-service teachers and the students under school settings. It is hoped that this study can shed light on the process of professional identity formation among Liberal Studies student-teachers in Hong Kong.

Chapter 2 Socio-political Background

2.1 Curriculum Reform and Liberal Studies

Different waves of education reform in Hong Kong over the past few decades have introduced new paradigms of teaching and learning as well as managerial principles in public education. Nevertheless, structural problems and gaps between policy and practice still exist. Cheng (2009) attributed the impotence of various education reform endeavours to the “bottle-neck effect”, which refers to the phenomenon that despite good will, new initiatives are often unable to be actualized in school settings. As a result, frontline teachers, who are already limited by their institutional roles, may continue to suffer from additional burdens and stress.

One of the most significant reforms can be dated back to the millennium. In response to global trends such as ‘Education for All’ and the increasing plurality of societies (UNESCO, 2015), the Education Commission produced the document “Learning for Life, Learning through Life, Reform Proposals for the Education System in Hong Kong” (Curriculum Development Council, 2000) to denote a paradigm shift regarding teaching and learning. Departing from the conventional mode of teacher-led learning, the authority proposed pedagogies that revolve around student-centred learning, with teachers functioning as facilitators rather than knowledge dispensers. Adhering to the notion of life-long learning, Liberal Studies was later made a compulsory subject under the NSS curriculum. According to the Curriculum and Assessment Guide (CDC and HKEAA, 2015), Liberal Studies adopts an issue-based approach to teaching, which differs from other conventional subjects such as language and science with a relatively more identifiable content knowledge. As an integrated curriculum, Liberal

Studies is characterized by its breadth and flexibility, which enables subject teachers to adjust their teaching materials according to the current social affairs. Also, in terms of pedagogy, students are encouraged to analyze social issues from multiple perspectives, allowing them to understand the values and beliefs embedded in the stakeholders and critically evaluate the validity of their arguments. Ultimately, Liberal Studies aims at cultivating students' generic skills rather than implanting a specific stock of knowledge.

2.2 Liberal Studies and the Politics of Education

The controversy of Liberal Studies is only tip of the iceberg when it comes to the larger dynamics of political transition and citizenship education. Dated back to the post-war period, citizenship education took the form of “Social Studies” (1953-1996) in primary education and “Civics” (1942-1965) – later to become “Economics and Public Affairs” in junior secondary education. (Tse, 2010). These subjects inclined to provide mere background knowledge regarding the social development of Hong Kong. In other words, citizenship education was only achieved at a rather superficial level; discussions of political issues and cultivation of civic virtues were largely downplayed. Nevertheless, negotiations between the British colonial government and the Chinese authorities in the 1980s raised concerns regarding the future of Hong Kong among the public. Citizenship education, upon the transfer of sovereignty, became one of the acute issues to be addressed in the agenda of education policies.

It would be too naïve to assume that education is free of politics. While NSS Liberal Studies, at its early stages of promulgation, was regarded as another milestone of advocating active citizenship education in response to the emergence of knowledge

societies and the significance of life-long learning, Scott (2000) argues that the liberal constituents in Liberal Studies, including critical thinking and independent learning, are fundamentally in tension with the maintenance of the state. Through illustrating a ‘disarticulated’ political system in Hong Kong, he revealed the conservative agenda from the government, which accounted for the gaps between the policymakers and their implementation in schools. Framed in the dynamics of de-colonization and re-sinicization (Tse, 2010), Liberal Studies is then placed at the very heart of various threads of political struggles for cultivating politically vigilant students to challenge mainstream social values and beliefs.

Aside from the citizenship education narrative, the increasing dissatisfactions with the political development of Hong Kong among the citizens also correspond to the post-materialist shift of social values (Wong and Wan, 2009). Inglehart’s modernization theory (1997) argues that value conflicts served as an instrumental drive for social development, in which young people, who grew up in the period of economic prosperity and social stability, tend to develop a different world view than their previous generations and are inclined to embrace values such as human rights, civil liberty and democracy. The phenomenon of youth political activism has been evident from the emergence of new waves of social movements over the last decade, including the Anti-Article 23 Legislation March in 2003, the Anti-Express Rail Link in 2010, the Anti-Moral and National Education campaign in 2012 and, more recently, the Occupy Movement (Umbrella Movement) in 2014.

Chapter 3 Literature Review

3.1 Becoming a Teacher: The Learning Experience

Thanks to mass education, nearly all of us have had our times as students, which typically feature scenes of classroom teaching, catching up with homework and extra-curricular activities. Such student experiences are of particular importance to individuals who aspire to become teachers in the future, for the mass experience of schooling has enabled them either to be inspired by passionate and excellent teachers, or to come across those whose teaching methods did not interest them, but, at the same time, maintain their conviction that learning can be an enjoyable process. As Britzman (1991) gracefully puts it, to enter the profession of teaching is to “come to terms the old version of the self” (p.2). To these teacher-wannabes, it was no longer about how they come along to become what they are, but about how others learn, what learning means for students and what teachers have to do to achieve the educational goals. In capturing the beauty of teacher-student interactions, Britzman (1991) further states that teaching is not a static process of encoding and decoding, but as a dynamic process of inquiring and negotiating. It is through these encounters can the pre-service teachers embark on a life-long journey of reflection and improvement.

3.2 The Complexity of Teachers' Work

Therefore, it follows that the novelty of a school teacher is to master the skills of inquiry in classroom teaching, and that underlies their careful selection of experiences which are conducive to learning. Such conception of the teaching profession

resembles the thought of the great British educator John Dewey on the continuity of experience. Dewey (1963) is a pivotal figure in drawing the relationship between experience and knowledge. While there is a multitude of experiences in our daily lives, he is wary of the fact that some experiences are not beneficial to learning, or what he terms “mis-educative”. He argues that some experiences are regarded so because they “promote the formation of a slack and careless attitude” (n.p.). That is to say, these experiences have failed to draw relevance in the students’ daily lives and thus the students conceive them as discrete stories that they are unlikely to make sense of. For Dewey, continuity as the criterion of experience refers to the connectedness we feel towards our social world, and the teachers are precisely in this position to make such endeavours to facilitate such process, enabling students to transform experience to knowledge about self and the world.

With that criterion in mind, it becomes clear that teachers’ work is far more complex than simply the delivery of knowledge. As pointed out by Connell (1985), the labour process of teaching cannot be easily discerned into discrete objects. In other words, it is often difficult to specify the object of teachers’ labour. As the pedagogy, knowledge and authority become entangled with the teacher-student interactions, the dynamics of learning then are manifested as a rigorous, critical process of inquiry and dialogue between the teacher and students. The teaching profession has always been compared with other service professions such as nurses, salespersons and customer-service officers. Nevertheless, as these service professions are mainly characterized by their employment contracts and the direct contribution to the economy, the teaching profession, which is mostly about preparing successive cohorts of children for the adult world, is somehow effectively demarcated from the service ideal, since teaching has been publicly perceived to contain a strong element of moral calling instead of a

member of the business industry.

Granted the perplexity of teaching, it has not deterred scholars from attempting to understand the interconnectedness of classroom dynamics. One of the pioneer studies on the school teacher was conducted by Eric Hoyle, who produced a rather comprehensive account of what a typical school teacher was and the tasks he or she engaged. In terms of classroom teaching, Hoyle discovered that, aside from the formal roles of a teacher, which is to deliver content knowledge to the students, the informal ones taken up by the teacher were equally essential in the constitution of a meaningful learning experience. Hoyle (1969) further categorized the informal roles of teachers into two interrelated but not easily distinguishable groups, namely *functional roles* and *facilitative roles*. The former refers to roles that serve a practical purpose in the classroom; whereas the latter helps to create favourable conditions for student learning. Hoyle's frame of analysis offers a handy tool to delineate the particulars of the teaching labour. For instance, in a typical lesson, when the students prank on the teacher, he or she may turn into a detective to spot out the rule-breakers; whenever students encounter difficulties in learning, the teacher then take the role of a scholar to explain a particular concept; whenever a student feels depressed, the teacher may then become a motherly figure to comfort him or her. It is important to note that the above scenarios merely capture one of the many facets of teaching; they can occur concurrently and unexpectedly, and much of it depends on the capability of the teacher. It is such intertwinement of teaching that makes it indiscernible as opposed to other service professions.

Aside from the job nature of teachers, the other point made by Connell (1985) is that teaching involves creating relationships between the teacher and students, and more

importantly, these relationships are often emotionally infused. As suggested by Danielewicz (2001), a good teacher is an invested teacher, a person who actively engages with the students in the course of learning. Such engagement can be understood in two senses: one being that most secondary school students are in the stage of adolescence, which means that they are in the process of establishing their identities. Given the well-known conception of adolescence as “storm and stress” in the field of educational psychology (Hall, 1904), the teacher has to be vigilant in managing the emotional fluctuations of students. The other sense is that secondary school students happen to be in the stage of developing their independent thinking, which involves the acquisition of thinking skills and the cultivation of moral values (Erikson, 1950, 1968). Such transition may not be smooth and frustration may arise in the course of learning. Therefore, the gist of the teacher is to identify the right mix of confidence and frustrations which help create adequate curiosity to sustain the learning motivation among the students.

3.3 Social Conditions of Schooling

The time-honoured debates on the role of teachers in the society were closely related to the economic agenda. After the Second World War, many countries were on the course of reconstruction, which required a substantial amount of manpower in the long run. Birth rates were rising in response to that projection and it brought along the development of schooling system, and its primary function was to socialize the young into the ways of mainstream culture and equip them with the necessary vocational skills so as to meet the needs of the labour market (Jenlink, 2014). Thus, teachers become a key constituent in the schooling system to help the young realize their life goals in relation to the expanding economy. Nevertheless, the economic agenda of

education began to lose its credibility when the global economy reached its peak in the 1980s and started to recede after a few decades of prosperity. The shift from labour-intensive industries to knowledge-based economies compelled the government officials as well as academic scholars to confront the pitfalls of the existing public schooling system, which was criticized for encouraging conformity, compliance and maintaining social inequality.

Meanwhile, the education for social justice agenda began to gain currency, which is evident from the “Education for All” campaign initiated by UNESCO (2015). Education, with its literal meaning of “leading the people to better than before”, came to be realized as the key to fighting against poverty and achieving social justice. In this regard, the role of schools has switched from being conservative to being transformative. Such change is partly attributed to the prevalence of knowledge-based economies, where growing proportions of jobs require specialized knowledge and post-secondary education. The other part of the change is triggered by the need of cultivating future leaders who can challenge existing social structures and bring about a more equitable society (Bell, 2007). As Astuto et. al. (1994), put it, “the schools are active participants in the reconstruction and reinvention of a more effective social order” (p.23).

3.4 Teaching in Post-Modernity

The reasons for the changes in the role of teachers as well as the schooling system are to be found in the wider context of post-modernity and its challenges brought about to teachers are best illustrated by Andy Hargreaves. In his work “Changing Teachers Changing Times: Teachers Work and Culture in the Postmodern Age”, Hargreaves

(1994) indicated that school teachers are subjecting to at least two broad dynamics in post-modernity, namely *professionalization* and *intensification*. Arguments concerning the trend of professionalization revolve around the struggle for the realization of greater professionalism, which can be achieved through extensions of the teachers' role. In other words, the professional status of school teachers is to be recognized through an array of administrative tasks beyond their lesson teaching, leaving little time for reflexive practices and lesson preparation. As for the intensification thesis, it refers to the occurrence that teachers' work is becoming more routinized and deskilled. Resembling a Marxist perspective on the labour process, teachers are depicted as being increasingly "monitored by mandated curricula and step-by-step methods of instruction" (p.118). The point about intensification thus becomes the outcome of the trend of professionalization. The two trends are perceived to be eroding the autonomy and bargaining power of teachers, posing the stark contrast to the conventional impression that teachers were autonomous professionals bestowed with the power and expertise of discretionary judgment in classrooms.

At times of social change, teachers have often been made scapegoats in various crises. Hargreaves (1994) noted that, in moments of economic recession, there have always been moral panics about how we are going to prepare the generations of the future for the upcoming uncertainties of the global economy. Such concerns were eventually transferred to the schooling system, with the teachers being charged with the mission of increasing the competencies and global competitiveness of students at the international stage. Hence, the teachers were told to place more emphasis on science and arithmetic subjects, which were perceived to be credible indicators of academic subjects. At stances of social instability, especially those involving youths, teachers were often blamed by the public for failing to instill appropriate moral values and

virtues to the students. Hence, the teachers were instructed to strengthen moral and national education in an attempt to downplay radical political sentiments in campus. Such disproportionate expectations on teachers belie the pervasive image that a teacher should “go beyond and above the call of duty for the benefit of the young people, with no expectation of extra reward, much less even adequate compensation” (Alsup, 2006, p.20).

Chapter 4 Theoretical Framework and Methodology

4.1 Theoretical Framework: Pedagogy for Identity Development

The *indiscernibility* and *emotional infusion* in teacher's labour, alongside the disproportionate expectations on them and changing roles of teachers over the past few decades, just add to the heterogeneity of what characterizes a school teacher. Amid the competing conceptions of teachers, there is a need to pinpoint the very distinctive feature that defines teachers from the existing literature. Danielewicz (2001) proposes that the essence of becoming a teacher lies in the mastery of *pedagogy*, which happens to be the key to the construction of teachers' professional identities. Distinguished from simply methods which are de-contextualized practices that seem to be transferrable to other teachers, she conceives pedagogy as "ways of structuring activities and conditions that facilitate student learning" (p. 15). Identities, as she further argues, are not fixed or unified entities inside individuals, achieved moment by moment in the course of establishing relations between individuals; rather they are the representations of recognizable selves at critical junctures.

Therefore, Danielewicz (2001) advocates for a critical pedagogy comprising of ten principles, of which two of them are of particular relevance to this study, given the nature of NSS Liberal Studies as an inter-disciplinary humanities subject that aims to cultivate students as critical citizens (CDC and HKEAA, 2015). The first one is *deliberation*, which refers to teachers selecting elements of habits and impulses according to the characteristics of class and predicting their responses to address learning outcomes. The second principle is *reflexivity*, which points to the propensity of a teacher to review his or her performances in order to achieve a deepened

understanding of himself or herself in relation to the critical moments of teaching. Danielewicz makes a clear discernment between reflection and reflexivity. While the former may be casually regarded as quiet thinking with no inherent critical function, reflexivity involves a person's "active analysis of past situations with the explicit purpose of attaining an understanding that can lead to changes in thought or behaviour" (p.155).

4.2 Research Questions

- RQ1: How do pre-service Liberal Studies teachers perceive their professional identities in relation to their job nature as well as the curriculum and assessment guide?
- RQ2: What are the difficulties and challenges encountered by pre-service Liberal Studies teachers amid social changes?
- RQ3: How does the professional identity of pre-service teachers help mediate the struggles in these tension and negotiation of their teaching career?

4.3 Methodology

In this study, qualitative methods will be employed. As teaching concerns the totality of the learning experiences between teachers and students, conventional methods such as semi-structured interviews may not be adequate in capturing the essence of tension and negotiation encountered by teachers. As an alternative, "dialogues of enquiry" happen to be a suitable method to explore the inner landscape of student-teachers. According to Kwo (2004), dialogues of enquiry involve the participants recounting their critical incidents, in which they come across situations that challenge their

beliefs and values. Resembling the nature of narratives, which are defined as “sequence of events into a whole so that the significance of each event can be understood through its relation to that whole” (Elliot, 2005, p.3), these incidents are then presented as personal stories, before engaging into deeper reflexive practices so as to incur a heightened awareness and deeper understanding of the events.

4.4 Data Collection

The data will be drawn from the final-year cohort of the Bachelor of Education (Liberal Studies) programme at the University of Hong Kong. A total of four students, three women and one man, will be invited to engage in two rounds of dialogues of enquiry with the researcher to explore their journey of undertaking teaching education and to recount their struggles throughout their previous teaching practicum. The real names of the interviewees will be kept confidential and pseudonyms will be used. The dialogues will be audibly recorded and transcribed into word form.

4.5 Data Analysis

The stories collected from the dialogues of enquiry will be analyzed according to the pedagogy for identity development framework as suggested by Danielewicz (2001). First, difficulties and challenges that invoked reflections from the interviewees are identified by the researcher, followed by sorting them into common themes. Second, the themes are then analyzed according to the two pedagogical principles, namely deliberation and reflexivity, to reveal their aspirations for Education and their expectations on students. Third, such negotiations are then discussed in accordance to the broader perspectives of teacher identity and social change.

Given that the dialogues consist of numerous stories, which requires a thematic yet holistic account to offer readers a vivid representation of the pre-service teachers, the use of portraits, also known as *portraiture*, enjoys the advantage of systematically arranging the events with an explicit aim of evoking reflexive practices (Lawrence-Lightfoot and Davis, 1997). Such method of portrayal pays particular attention to the immediate context of the incidents, allowing the researcher and readers to appreciate the totality of episodic experiences retold by the interviewees.

Chapter 5 Portraits of Pre-service Teachers

For each teaching practicum, student-teachers are being fresh to the environment of the placement school, their existing practices and, more importantly, the students. Therefore, the primary task for pre-service teachers is to come up with a way of introducing themselves, or what Moore and Atkinson (1998) termed “modes of identification”, which concern how these teacher-wannabes want the students to see them. Presented in the form of portraiture, this section explores the inner landscape of the student-teachers, discussing how they would present themselves in front of the students and their sources of aspirations for Education.

5.1 Natalie

In constructing her teacher image, Natalie liked to present herself to the students as an open-minded teacher. This was due to her belief that an open classroom atmosphere is the pre-requisite for constructive discussions. Throughout the conversation with her, she was aware of the social changes brought about by post-modernity and post-materialism, as she said,

“[I]t is important to create an environment that students are not afraid of expressing their ideas. All ideas ought to be discussed freely.”

(Appendix I - Natalie, Episode 6)

Natalie’s aspirations for education originated from her choice of stream when she was studying in her associate degree at a local community college. Owing to her in-born sense of willing to interact with people, she chose social work, but eventually turned

to Education when it came to university applications,

“being a social worker is quite similar to being a teacher, and teaching is more about witnessing the change in students’ growth and development. I like that.”

(Appendix - Natalie, Episode 2)

She learnt about the reality – mostly about hardships – of a teacher’s life from her sister, who is now an in-service primary school teacher, but that did not deter her from entering the field, though she stated her bottom line is whether the school values promoted directly contradicted her own principles. For instance, if the school forbids the teachers to discuss a particular controversial issue, then she is unlikely to consider the job vacancy as she thought such practice in fact deprives the students of the opportunity to learn about the world.

5.2 David

David shared quite a lot of similarities with Natalie, in that he saw good classroom atmosphere as the crucial element for effective teaching. His aspirations for Education drew partly from her mother being a primary school teacher for almost twenty-five years, partly from his part-time job at a tutorial centre, where he came across students who were in fact willing to learn but were constantly frustrated by the pedagogies of their school teachers. Therefore, when asked about how he would present himself in front of the students, he opted for a friendlier image of a teacher. His premise was that if the teacher actively places himself or herself in a less intimidating manner, the students would then feel more comfortable in expressing their ideas. Throughout the conversation with him, David has mentioned several times how his three teaching

practicum had equipped him to be a competent in-service teacher, not in terms of content knowledge, but in terms of caring about the well-being of students. During his teaching practice, David once questioned about his determination to become a teacher due to his passive personality, but he soon navigated a way to make himself presentable in front of the students,

“I know that some teachers are hilarious and charismatic, like telling a lot of jokes, but lacking these qualities does not mean you cannot be a teacher. Let’s say, I can be a caring teacher instead.”

(Appendix II - David, Episode 2)

5.3 Carol

For Carol, she has come a long way before entering the Bachelor of Education (Liberal Studies) programme at the University of Hong Kong. Born and raised in mainland China, she grew up in an environment where aspirations for university are higher than that in Hong Kong. Nevertheless, the high school she studied provided her a nice retreat from the fierce sense of competition, allowing her to be exposed to a wide range of extra-curricular activities, which eventually made her realize that academic results are not the sole determinant of a person’s success; it is also about developing interpersonal skills and connecting with people. At the beginning of each teaching placement, she favoured portraying herself as a teacher who is willing to communicate with the students. Although she did not shy away from acknowledging her mainland background to the students, she perceived that as an opportunity to learn from the students, enabling her to place herself at a more egalitarian position in class. She began to come to terms her aspirations for Education when she came across a

university friend from another programme who dedicated himself to helping underprivileged students to improve their English and organizing workshops for the children to enhance their learning. Nevertheless, such encounter yielded mixed feelings for her. On the one hand, she was touched by his classmate's selfless act to help the disadvantaged students; on the other hand, through her teaching practicum, she realized that being a frontline teacher could do little to rectify the education system. Granted such pessimism, she remains confident that something can be done to help the students beyond the school environment.

5.4 Olivia

Olivia has not started to consider her teacher image until her first teaching practice in her second year. Initially, she wanted to present herself as a 'flexible' teacher, in that class rules were generally negotiable. Building on the premise of mutual trust, she hoped that reaching a consensus prior to the commencement of teaching will facilitate teacher-student interactions. Nevertheless, she soon found that her kindness was constantly abused by her students. After such unpleasant encounter, she is now considering tightening the grip on setting ground rules with the students at the beginning.

“It is often easier to loosen the grip than tightening the grip; sometimes being too friendly does not work,”

(Appendix IV – Olivia, Episode 4)

she admitted, after gaining words of advice from her mentor. Having said that, being stricter with classroom discipline did not mean that she would establish herself as an

intimidating teacher; rather her aspirations for Education derive from her experience in interacting with people in games and activities at university. She thought her talents in designing group games could be put to use in educational settings. Therefore, it would not be surprising to see that games and creative activities form an essential part of her pedagogy. In her opinion, if games were helpful for students to make sense of the lesson, she would not mind spending extra time playing in order to achieve the lesson objectives.

“Kids just love playing, and, through relating abstract Liberal Studies concepts to fun games, students will find it easier to recall the knowledge for their revision.”

(Appendix IV – Olivia, Episode 6)

Chapter 6 Difficulties and Challenges Faced by Pre-service Teachers

6.1 Generation Z: Misbehaving Students

Given that teaching is a highly relational activity, the presence of an authentic classroom environment during the teaching practicum thus constitutes a crucial step for student-teachers to actualize their personal pedagogies and equip themselves as competent educational practitioners. As Britzman (1991) puts it, interacting with students is like coming across students' diverse learning biographies. As for the interviewees, it was through these interactions that enabled them to realize the changes between students in their old days and those nowadays. Such discrepancies were best delineated with the views of generation theorists, who tend to categorize various cohorts of students into population strata. In this regard, the pre-service teachers in this study belonged to "Generation Y"; whereas the students they taught generally belonged to Generation Z (also known as Generation Me), who are often depicted as self-centred individuals with strong attachments to the digital world (Rosen, 2010; Twenge, 2014). This echoed with the impression from Natalie that students nowadays generally lack empathy and politeness. Some of the other characteristics were correspondingly manifested at various instances of teaching.

During the conversation with Olivia, she recounted an incident that frustrated her. When she was teaching the module "Public Health", she wanted her class to give a presentation on the various understanding of public hygiene among different cultures, given the diverse cultural backgrounds in class. Ensuring that the students could deliver in the end, Olivia took to great lengths at preparing the students for the activity, as early as one week prior to the commencement of Easter holiday, such as devoting

one whole lesson for them to form into groups and discuss their preliminary ideas. Nevertheless, after the long holiday, only one out of five groups did manage to do the presentation, and, worst still, they mentioned little about public health, so she had to wrap up everything. Eventually, she was furious and told off the class for not following her instructions. Her anger soon turned to frustration,

“I totally give up the comments section, just letting them present. I felt so frustrated back then as I have tried out various methods, like chalk and talk, games and presentation, but they end up like this, I really exhaust my methods.”

(Appendix IV – Olivia, Episode 7)

Classroom misbehaviours among students have not been uncommon, but its aggravation, as noted by Olivia, could be partly explained by the post-materialist shift as suggested by Inglehart (1997), who argues that younger people tend to emphasize post-materialist values such as autonomy, self-expression. Other scholars have also contributed to this thesis by denoting the sense of entitlement prevalent among the millennial generation (Bauerlein, 2008). In this regard, students’ disrespectful attitudes towards teachers could be interpreted as one of the ramifications of self-centredness.

6.2 Digital Natives: Lack of Criticality

In response to the growing significance of life-long learning, NSS Liberal Studies is positioned as a key constituent in developing generic skills among secondary school students. According to the Curriculum and Assessment Guide (CDC and HKEAA, 2015), generic skills are fundamental and transferrable attributes which facilitate the

acquisition of knowledge across different learning situations, of which critical thinking skills are listed as one of the essential abilities. Nevertheless, the data collected from the interviewees noted a general lack of criticality among the students. In other words, just because this generation of students are becoming more connected to the Internet does not necessarily mean they are more critical. Such weakness among the students was best captured by David,

“Let’s say for a phenomenon to occur, the order should be A leads to B, then to C, lastly to D. Most students simply just made hasty conclusions by jumping from A to D.”

(Appendix II – David, Episode 3)

David noted that his students might be coming across a lot of news information, but most of them obtained merely a superficial understanding of the social issues. This was revealed by several occasions of misquotes from the students due to inaccurate information. For instance, when David talked about political parties in Hong Kong, which falls under the module “Hong Kong Today”, most of the students knew about the Democratic Party, but they were unable to name its corresponding lawmakers in the Legislative Council. Some of them even mistook Jasper Tsang Yuk-shing, chairman of the Legislative Council, as a member of that party, but in fact he is from the Democratic Alliance for the Betterment and Progress of Hong Kong. Such scenarios were also experienced by Natalie, who across students giving brief stances without the intention to further elaborate, which cost her extra efforts to probe their ideas. It is a common practice that discussions of social issues necessitate a sufficient understanding of the background information, and, owing to the issue-enquiry nature of Liberal Studies, such occurrences are expected to pose great challenges to Liberal

Studies teachers in general as they have to devote extra efforts in ensuring that students have been acquainted with accurate information, before engaging in open discussions.

Chapter 7 Professional Identity: Negotiating with the Challenges

It is prevalent for student-teacher to acclimatize themselves with the schooling conditions and such adaptations are commonly referred to as pragmatic repositioning (Ball and Goodson, 1985), which involves educational practitioners making settlements in face of the tension between their personal pedagogies and changes in education policies. As in the case of Hong Kong, Liberal Studies is positioned as an audacious attempt to depart from subject knowledge-based teaching to promote critical thinking within a cross-modular curriculum. The four pre-service teachers, despite the challenges from disciplinary issues and the lack of criticality among students, employed various strategies to negotiate with these tensions, through which they embraced the ideals of life-long learning and uphold the integrity of teachers.

7.1 Deliberation: Questioning

In view of students' general weakness in critical thinking skills, most of the interviewed student-teachers perceived their role as facilitating the development of arguments. Natalie pointed out that the students were generally weak in showcasing analysis from multiple perspectives when discussing when analyzing social issues. In light of this, she relied on the use of questioning skills in order to sustain the conversation (Lai and Lam, 2011). The following excerpt from Natalie's recount best illustrated the scenario:

*Teacher: In the District Council elections, why did some of the veteran candidates
lost to young political figures?*

Students: Because they all belong to the Democratic Alliance for the Betterment and

Development of Hong Kong (DAB)!

Teacher: What is so special about this party?

Students: They often secure votes through bribery and material rebates (蛇齋餅粽)!

Teacher: Then why did these material rebates work in the past?

Students: (momentary silence, with some puzzled faces)

(Appendix I – Natalie, Episode 7)

Through a series of follow-up questions, Natalie deliberately followed the logic of students, which eventually led to a dead-end – what accounted for the different election results if the DAB were to use the same methods to secure votes? Her intention was not to silence the students to establish teacher authority; rather it was to open up spaces for discussion, guiding them to compare the demography between the elder voters and young voters, thus revealing the factors affecting socio-political participation. The case of Natalie revealed a very typical scenario in a Liberal Studies lesson – critical thinking is developed through challenging take-for-granted claims in the public sphere (Anderson, Howe, Soden, Halliday and Low, 2001). Eschewing from making judgmental statements on student responses, Natalie intentionally played the role of a genuine person who intellectually co-walked with the students and invited students to elaborate more on their answers, which echoed with the fact that questioning encourages students to reflect on their own logic of thinking and thus increase engagement in class (Cotton, 2001).

7.2 Deliberation: Student Empowerment

Despite the decline of students' criticality, little evidence was shown among the interviewees that they lay the blame onto the students. Instead, with the ideals of

whole-person developments and life-long learning in mind, the student-teachers generally regarded the students as the key actors in facilitating effective teaching. In her recent school placement, Natalie encountered an Attention Deficit and Hyperactive Disorder (ADHD) student who was in fact talented in Mathematics, which was evident from his fondness of numbers. While acknowledging the Special Educational Needs (SEN) label, she was initially skeptical about the perceptions from other teachers, who found the student particularly hard to deal with during lesson time. She felt that such stereotyped thinking implied that the student was hopeless and would suffer from further stigmatization. In an attempt to bring back his attention in class, Natalie came up with a plan, which was to make him responsible for counting the number of student responses in class to serve as participation marks – an existing practice at her school, given his fondness of statistical figures. As a result, the student began to pay attention in class since he would be under the scrutiny of his classmates in doing the counting. Such change of attitude from the boy eventually brought huge satisfaction to Natalie, which was evident from her concluding remarks about this incident,

“We cannot assume a student is inherently or fundamentally bad [...] even so-called bad students can have a bright side. The trick is to find the magic key that unlocks his or her potential.”

(Appendix I – Natalie, Episode 11)

Viewing this incident from another lens, the delegation of task by Natalie served two purposes. In Hoyle’s terms, the task was functional as the student was responsible for recording the number of student responses; it was facilitative since the boy would have to stay vigilant throughout the lesson upon scrutiny from his classmates,

meaning that he had a greater chance to grasp the teaching content and be attentive in class. Natalie's pedagogy honoured one of the core notions of student-centred learning, which is to empower students through guiding them to recognize their value in the course of learning.

7.3 Reflexivity: Teachers' Choices

Moore (2010) conceives the struggles experienced by teachers as tensions between private and professional selves, given the strong elements of emotional infusion and value education in the teaching profession, and thus calls for reflexive practices to reconcile seemingly conflicting ideologies between personal beliefs and school conditions. Pre-service teachers, who are mostly at the stage of developing their pedagogies, are often frustrated by the discrepancies between what they have planned and what the lessons have turned out, which means that they have to revisit the critical moments and decisions they made in their teaching in order to achieve a deeper understanding of the situations. During the conversation with Olivia, she recalled an incident in which one of her students kindly asked for the reason why he was picked on during the lesson, which prompted her to recall the scenario and reflect on the decisions she made:

“I thought I was fair. They were both reading books during lesson time. I told them to put away the books; his classmate did, but not the boy himself, that's why I told him off. In the next lesson, he reacted the same way, but I realized others were off-task as well, so I then understood why he thought I was picking on him.”

(Appendix IV – Olivia, Episode 9)

As argued by Danielewicz (2001), the distinguishing feature of reflexive practices from genuine reflections is that the former is carried out with an explicit aim of modifying one's behaviour or thought. Through visualizing the situation and revisiting her decisions, she obtained a revised understanding of the question asked by her student. Back then, her act was right in the sense that she rectified an off-task behaviour, yet her response was inappropriate in the other sense that the boy was sanctioned whereas the remaining others were spared. That is to say, her narrowed vision at that moment conveyed a sense of unfairness to the student as he thought Olivia was privatizing the punishment, which eventually explained why he thought she was picking on him. Since then, she continued to spot off-task behaviour in class, but she also made clear that all off-task behaviour would receive the same punishment without preferences, denoting a sense of just and fairness. Such reflexive practice from Olivia was crucial, as a seemingly trivial case of classroom discipline entailed intricate issues of punishment and fairness, which ultimately affirmed that fact that teaching is both indiscernible and emotionally infused.

7.4 Integrity of Teachers: Recognizing the Hidden Voices

Educator Parker Palmer (1997) has always emphasized the importance of passion in teaching, as he famously puts, "good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher." (p.10). When it comes to identity and integrity, he refers to teachers' capacity for connectedness, advocating pedagogies that acknowledge the teaching self and, at the same time, inspire other selves among the students. As for the four student-teachers, they all came to realize that developing relationships with students, both within and beyond lesson time,

played an instrumental role in achieving effective teaching, from which some of them even discovered the untold sides of students' stories.

Natalie realized that, when discussing controversial social issues, most students were inclined to reside with a particular stance, and those students who held different views would be immediately bombarded with ferocious criticisms. In one occasion, when she was discussing the topic of socio-political participation using the issue of the Occupy Movement, the majority of students viewed that the incident affected Hong Kong negatively, citing examples ranging from aggravated traffic congestion to the loss of business in the retail industry. During the group discussion, Natalie found that, in one of the groups, a student secretly told her that he had a different view in mind, but was too afraid to voice out his opinions. In face of the populist sentiments, Natalie decided to take the students' view and presented his ideas anonymously as a dissenting view, stimulating the students to think from alternative perspectives. Knowing that her comments might be received with hostility, her courage to be the villain exemplified how she utilized her teacher authority to bring marginalized voices back to the picture, which affirmed the significance of analyzing issues from multiple perspectives and honoured her aim of cultivating mutual respect among students – one of the positive values promulgated by the Curriculum and Assessment Guide (CDC and HKEAA, 2015).

For Carol, who believes that education is about personal development, accidentally discovered the talents possessed by her students through several encounters. The first occasion took place a week before the school open day when one of her students brought some cookies to the staff room as a treat. It was then when Carol realized that the student she taught was in fact talented in home economics, but more to that was

her virtue of sharing and showing gratitude to teachers. As for the second incident, Carol was teaching the concept of stress, and, as part of the class activities, she played a person suffering from stress, and invited students to devise any plans or strategies to deal with the situation. Eventually, it turned out to be a self-sharing session of their stressful encounters among the students. Upon talking to them, Carol appreciated the sincerity of her students who, despite not knowing the appropriate methods, tried their best to empathize with the patient played by Carol.

“I was so touched [by their efforts of trying to comfort me]. I realize they are really competent in terms of interpersonal skills. I remember some scholars mentioned about 8 generic skills, right? Some are physical, some are intellectual, and some are emotional. I believe their talents lie in the emotional domain.”

(Appendix III – Carol, Episode 7)

Chapter 8 Conclusion

This study aims to identify the tension and negotiation experienced by pre-service Liberal Studies teachers amid the heightened political atmosphere in Hong Kong. Liberal Studies in the New Senior Secondary Curriculum is positioned as a subject that emphasizes critical thinking and cultivates generic skills in response to the increasing uncertainties in the global world and the growing significance of life-long learning. Upon a critical interrogation with the particulars of teachers' labour, it was found that teaching entails more than the delivery of knowledge and the very distinctive feature of being a teacher lies in the mastery of pedagogy, which is instrumental in facilitating the formation of teachers' professional identities.

Through engaging in critical dialogues with four student-teachers, it was revealed that teaching practicum allowed them to immerse into the authentic school environment and experience the complexity of teachers' work, in that their recounts generally affirmed the indiscernibility and emotional infusion of teachers' labour. Challenges encountered came in the form of disciplinary issues and language literacy among the students, which was partially explained by the proliferation of Internet technology and the Generation Z thesis. Nevertheless, such difficulties have not deterred the pre-service teachers from pursuing their career in the field of Education. The enquiry-based nature of Liberal Studies, alongside with its emphasis on criticality, offered opportunities for teachers to challenge students' habit of mind and develop their reasoning skills through deliberation as a pedagogical principle.

Their unfailing endeavours to encourage student participation, both within and beyond lesson time, underlay their bon fide passion for teaching, their vision to

cultivate virtues such as empathy and mutual respect among students, and to promote the attitudes of critical citizens in the future. The dynamics of social change, to a certain extent, have made teaching Liberal Studies a challenging task, but these difficulties compelled the teachers to engage in reflexive practices in accordance to the notions of life-long learning and moral education, which enabled them to navigate their directions amidst the competing discourses regarding the social role of teachers. Therefore, the case of Liberal Studies pre-service teachers offered a nuanced account of how the modern-day teachers construct their professional identities through interrogating the tensions with critical pedagogy, which comprises of the interplay of skills, reflexivity and, ultimately, passion.

It is acknowledged that this study draws from a relatively small sample of pre-service teachers and may run the risk of over-generalization. Also, the exclusive focus on the perspective of pre-service teachers implies that most of the stories told are derived from the personal recalls of the interviewees without verification from other sources, which may cast doubts on the credibility of their statements. Moreover, this study tends to neglect other factors such as classroom dynamics, school culture, colleagues' rapport and students' responses. Nevertheless, it is hoped that this study, to a certain extent, is able to shed light on the inner landscape of pre-service Liberal Studies teachers in Hong Kong, understanding how teachers maintain their integrity and construct their professional identities through various critical pedagogical principles and the capacity to connect with students; more research focusing on the teaching dynamics of Liberal Studies lessons and the students' responses are suggested in order to generate a more comprehensive picture on the extent to which Liberal Studies has promoted critical thinking and life-long learning under the New Senior Secondary Curriculum.

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Appendix I – Dialogues with Natalie (Excerpt)

1st Interview

R : Researcher

N : Natalie

R: : 好，咁首先好多謝你接受我訪問啦，咁呢首先想問下你呢，你最近 TP 點呀？

N : 我 TP 其實呢 err 問學校呢都幾 supportive 嘅，因為可能佢係做開、即係 partnership 咁同 HKU，咁呢其實佢地所有老師呀，或者就算唔係通識呢一科嘅老師佢地都好幫得手囉。咁喺教嗰方面呢，其實學校本身呢佢已經有一套 materials 嚟嘞，咁但係呢就我地實習老師就唔一定要跟足嘅，即係佢就話你可以視乎返你頭幾堂咁樣教完佢地、你可以視乎返佢地能力，或者你有啲乜嘢想教他們都可以自己準備咁樣囉，係呀

R : 唔，咁相比起之前嘅 TP，你覺得呢一次俾你嘅感覺係點樣樣？

N : 唔，因為呢我前嗰兩間 TP 呢都係比較傳統嘅 Band 1 英文學校啦，咁今次呢間係 Band 2 中中（中文中學）啦，咁成個學習嘅氣氛係好唔同，即佢地唔係嗰啲好靜呀或者好驚、好怕醜答問題嗰啲人黎，佢地係好主動啦，跟住 err 我諗佢地唔係有心 challenge 老師，係純粹真係有嘢唔識、好奇咁問，咁所以成個感覺係比較 responsive 多啲，係

R : 唔，咁你喺 TP 入面你係教邊幾個 topic 呀？

N : 唔，Form 4 呢我就係教「今日香港」嘅「社會及政治參與」，咁 Form 3 呢我就係教中國嘅「文化保育」啦同埋「節日」

R : 不如講下「Hong Kong Today」啦，咁你喺教呢個 topic 嗰陣時候呢，你希望教到啲學生乜嘢呢最主要？

N：唔，喺呢個 topic 呢，其實話淺就、即好容易教啦，即係你要明白佢入便嘅概念就唔難啦，但係呢因為我教嗰班學生呢能力就比較弱，即佢地呢做推論呢完全係唔得嘅，佢地係好容易 skip steps 啦，即係譬如話你問佢有咩因素會導致佢地參與呀，咁佢呢就會就咁答你：啊，因為佢對政府施政有好多不滿，所以呢佢地就行上街頭嘞，但係中間嗰個推論呢係冇晒嘅。咁所以我係希望佢地要做返好成個、即係中間推論個過程，同埋佢地好弱嘅係歸納囉，因為我教嘅方法呢，我唔係用 textbook 或者係「填窿窿」咁樣，即係我用返一啲 issue 呀，一啲文，跟住俾佢，咁佢地要喺嗰篇新聞搵返嗰啲因素出黎，咁佢地呢就好鍾意照抄啲資料嘅，即係閱讀理解方面都幾若，咁佢照抄完，佢唔識歸納返個重點，係呀

[Episode 1: Characteristics of Students Nowadays]

R：哦，你會用咩 issue 去教佢？

N：Err 我啱啱上幾個禮拜呢就用咗 2015 嘅區議會選舉啦，咁同埋用咗(2016) 新界東補選嘅，咁我就由點解呢啲候選人會出黎參與補選呀，同埋啲市民投票俾邊個呀，即係用呢啲方法去引導返，叫佢諗返點解啲人會投票呀，點解啲人會出黎選舉呀咁樣囉，咁要佢地歸納返其實宜家嘅情況係點樣

R：哦，咁佢地啲學生呢聽到、譬如話呢啲選舉嘅嘢，佢地有啲咩反應，一講到社會政治參與？

N：其實佢地好搞笑，即係呢你一講起一啲大單嘅新聞呢，佢地係知嘅，但係呢你再問仔細少少呢，佢就唔知嘞，即譬如話 err 佢知到 2015 區議會有很多「傘兵」啦，咁你問佢：咁「傘兵」嘅定義係咩呀，跟住佢地就會唔知，會喻啲「哦，因為雨傘運動之後，所以佢地走出黎囉」，咁但係其實有個解釋唔係因為咁樣㗎嘛，即係個解釋係因為嗰啲候選人唔係住喺嗰一區，咁佢空降去嗰一區度做嗰個區議員，咁就叫「傘兵」。咁就係呢啲地方佢地係冇搞

清楚囉，即係佢地係、淨係知啲 **terms**，但係一去到一啲比較難嘅概念呢，佢地就唔識囉

R：唔，有冇啲叫嗰個過程入便呢遇到學生、譬如話佢地會好明顯咁樣表達自己嗰個立場？或者自己對與香港嘅一啲睇法？

N：講起嗰個新界東補選啦，咁講到梁天琦，咁呢就 **err** 佢地都知初一嘅事件嘅（掙磚頭），咁我就同佢地講到、即係我就有、我叫佢地諗下：「你地覺得其實暴力係咪真係解決到問題呢？」咁樣，咁我話呢個問題你唔使即刻答我，你可以自己諗一諗先囉，你遲啲 **err** 可能講到影響嘅時候會再講，咁就有個同學就即刻講，佢話：「梗係啦，唔用暴力咁點解決呀？」咁樣，係，即係佢地有啲係會 **err** 可能受到成個環境、成個社會氣氛影響，佢可能都好容易會覺得「係㗎喇，宜家就淨係得暴力先解決到㗎喇」咁樣

R：哦，咁 **err** 係咪淨係得個別嘅同學咁樣講？其他同學佢地聽到可能呢位同學咁話勇武抗爭咁樣，但係佢地會和議㗎，定話係佢地 **err** 都唔係太理？

N：唔，其實係得兩、三個個同學呢比較有主見或者成日都會、即係咁樣嗌啲答案呀或者啲嘢出黎嘅，咁其他同學呢我覺得佢地係、即知道呢件事，但係唔會去再進一步諗下、即係覺得「呀，啱唔啱呢？」咁樣囉

R：唔，咁 **err** 你初頭見到呢位同學咁去講啦，咁佢有冇對你本身可能一啲政治立場或者本身點樣去睇呢件事嘅一啲睇法有衝突呀？譬如頭先你講到「如果唔用暴力，咁用咩呢？」你會點樣反應呢？

N：唔，嗰陣時呢講完之後啲同學就喺度笑咁樣啦，跟住 **err** 我真係會成日都問佢地問題要佢諗下咁樣，問佢 **err** 我就會同佢地講：「咁但係好明顯 **err** 今次呢件事 **err** 衝完啦，掙完磚嘞，但係冇任何改變㗎，反而仲要、特首仲要話你地係暴民啦，呢場係一場騷亂啦」咁樣。跟住佢地就會有繼續答落去嘅，因為佢地真係、佢地有少少難嘅、即係唔會自己諗多啲呀或者佢好少睇新聞呀咁樣囉，咁所以我覺得對於我嘅立場都冇乜衝突嘅，即係因為我 **err**

教嘅時候呢，我就覺得我自己嘅立場呢其實唔重要嘅，因為佢知道我立場冇用，佢其實係要識中間 **err** 即係點解啲人會有呢啲立場、即反而係 **err** 嗰個立場嘅原因係比較重要囉，咁所以我覺得 **err** 教嘅時候呢我就冇感覺到話有任何嘅衝突，係囉

[Episode 2: Aspirations for Education]

R：哦，咁不如講返成個 TP 嘅情況啦，你覺得你、即係宜家第三次 TP 啦，你會唔會考慮將來會以做老師作為一個目標？

N：唔，其實都會嘅，因為我其實一路都係想做老師啦，咁但係教唔教通識呢都真係有掙扎過，咁去到今年呢，我諗我 **err** 試完 Band 1、Band 2、中中、英中，我覺得我自己會比較適合教 **err** Band 2、即係弱少少嘅學生囉，因為可能本身自己又唔係真係咁勁，係，即係你知 Band 1 啲學生佢地係好 **critical**，即係、係啦、佢地會諗得比較 **err** 深入咁樣，咁我覺得好、好似教 Band 2 教起黎呢，個鍾感覺會、即同我自己讀書嘅時候嗰種 **err** 學習嘅模式係近啲囉、即係我覺得我可能教完比較弱嘅學生會幫到佢地多啲囉，但係如果教叻嘅學生呢，可能我、即係會唔會 ...

R：即係驚俾佢地考起咁樣？

N：我又唔係驚佢地考起，但係感覺上好似 **err** 即係以我之前嘅經驗，好似我教嘅嘢其實佢地本身已經識少少，即係好似冇帶到一啲新嘅諗法俾佢地咁囉

R：即係話係咪你喺教 **err** 譬如宜家實習嗰啲學生，你會見到佢地會、佢地本身啲能力係咪會衝擊到佢嘅，即係話「哦，原來可以咁樣睇嘅，唔係淨係暴力同唔暴力咁簡單」

N：係呀係呀，因為我最記得係 **err** 我一開頭教 **introduction** 啦，跟住就講唔同方式嘅參與啦咁樣，譬如話，啊，原來佢地唔知啲組織政黨呢係由市民自發嘅，同佢地講完之後呢，佢地就會話、我就聽到佢地講話：「下，原來係咁

㗎？真係唔知喎」 因為佢地以為係 **err** 佢地唔知道係制度化嘅一種參與黎嘅，咁佢地唔知其實政黨、組織政黨呢其實係市民自發嘅咁樣

R： 哦，咁如果將來你諗住做一個老師，但係未必揀 **err** 教 **LS** 嘅話，咁你會教咩科呢？

N： **Err** 因為我之前有諗過係不如直頭一 **grad** 就搵 **SEN**（學校）嘅，即係直頭唔教通識

R： 即係啲啲特殊學校？

N： 係特殊學校，係呀係呀，因為、可能因為我上兩年都係 **err** 去 **Band 1** 啦，咁 **Band 1** 俾我好強烈嘅感覺就係佢地係好 **exam-oriented**，即係每一次 **err** 同 **mentor** 做 **feedback**，佢就會不斷提醒我「呀，你要有啲 **err exam skills** 嘅 **input** 咁樣，話呢個因為係考試都重要」，咁我就會覺得其實你學通識係咪真係咁為咗考試呢？你上堂係咪真係要咁特登去強調，咁其實我自己唔係好鍾意呢種教、即係呢種學習嘅方式囉，即係我覺得唔係、特別係通識呢科唔係真係為咗考試而讀囉，即係雖然佢最後都係考試。係呀，咁啲一刻真係有諗過：不如唔好教通識啦咁樣

R： Okay。咁你本身大學選課入便係咪淨係揀 **LS**？

N： 我有 **minor Geography**

R： 咁你會唔會教埋 **Geography** 呢？

N： **Err** 其實我都諗住如果係嘅話搵工可能都會搵埋嘅，即係因為通識都有啲難搵啦，咁 **Geography**、不過其實 **Geography** 我有啲用咗啲，因為我讀完 **A-level**，咁我上黎讀 **minor**，但係、即係我地讀嘅嘢唔係佢地學、唔係跟住香港 **curriculum** 學㗎嘛，咁我、係囉、應該要自己睇多次 **DSE** 個 **curriculum** 係學啲咩囉

R： 哦

N： 唔係好熟悉佢地宜家啲個 **syllabus**

R：哦，咁講到你一路以黎都好想咗老師啦其實，其實你想做老師呢個諗法大約係幾時開始嘅呢？

N：應該係我 asso（Associate Degree）嗰陣要揀科啦，因為 asso 嗰陣呢我讀 social sciences 嘅，咁我本身都諗住繼續讀 social sciences 啦，但係我讀落先至發現都幾悶，即係我唔鍾意係咁睇 readings 啦

R：你嗰陣時係讀邊個 stream 㗎？

N：我之後 Year 2 係 major 咗 social work 嘅

R：係

N：係，跟住我覺得原來對人呢份工作都幾好㗎，即係起碼唔悶啦，你會成日都對到唔同類型嘅人，跟住我就覺得、但係讀完呢我就覺得自己性格唔係好適合做社工，因為社工呢你係要幫人解決問題呀，跟住嗰種壓力好似比較大，即係個責任好似比老師更加大咁樣啦，咁同理 err 因為自己嗰度呢由中學做義工呀，跟住接觸到好多唔同嘅中學生，咁又覺得教佢地又覺得幾有趣㗎，望住佢地嘅轉變都幾 err 幾有滿足感嘅、又成功感嘅。跟住就覺得其實做老師都好似做緊呢啲嘢啦咁樣，咁跟住之後 err 因為我家姐都係老師黎嘅，係，我家姐係教英文嘅、小學，係囉，跟住成日同佢傾下咁樣，跟住就覺得做老師都幾有趣㗎咁樣，咁所以之後就讀完 asso 就揀咗 Education 囉

R：咁你覺得大學嘅教育啦以至到呢三次嘅實習呢，你覺得對你將來嗰個規劃有啲咩影響？

N：唔，其實呢、大學你讀嘅嘢呢其實我地感覺上好離地啦，但係我去到今年我諗返覺得、點解我地會覺得離地呢係現實嘅教育制度同學校嗰套唔同，但係其實我反而覺得大學我地學嘅嘢先真正係 Education 嘅嘢，即係佢個意義囉，跟住、點解我地會覺得離地，就係因為我地出便係做唔到呢一啲嘢，所以我地先會覺得我地學緊嘅嘢先至好冇用，但係其實應該係要做到我地喺大學學到嗰一套價值，我覺得先真係叫 Education 囉。咁 err 至於現實上、不過

我覺得出到黎做嘢會有好多唔同嘅因素，即除咗教育制度之外，學校嘅文化都係好大嘅影響囉，即係因為、譬如話你去到一間學校教，你有時點都要跟返佢個種文化或者佢個種模式，即有時係、可能自由度唔係好高，但係你總有一啲嘢係俾佢限制咗囉

R：唔，係。咁如果假設咗，你出到去搵教席嗰陣時候，發覺嗰間學校嘅文化同你喺大學學嗰套價值唔一樣、有少少出入，你會唔會驚，定話係你其實覺得都係預咗？

N：唔，驚其實又唔會嘅，不過我反而係覺得睇下嗰間學校佢個文化同我自己本身嗰個理念係咪爭好多，即譬如話嗰人成日講話有啲學校係「紅底」嘅，有好多嘢呢、有啲立場呢、事件呢就唔可以討論嘅，咁我覺得如果係去到呢啲位呢，我就真係會 emm 覺得唔適合囉，即係我就會覺得我唔會一份工而繼續留喺度囉，因為我覺得同我自己嘅理念係違背咗

[Episode 3: Characteristics of Students Nowadays]

R：唔。你覺得宜家啲學生做唔做到留意時事呀、關心社會或者比較積極去講自己對呢個社會嘅睇法呢？同你當時做學生有冇太大嘅分別？

N：有冇太大分別呀？其實都有，我自己中學嘅時候都有乜睇新聞，我覺得好似好正常咁樣，即係、呀，唔睇新聞呢一樣嘢、呢種文化都喺度嘅，即係香港典型嘅學生呢就係，佢唔係好曳啦，但係佢就係懶，係嘞，即係佢上堂呢唔係好曳，但係佢就係懶得去自己去睇新聞、自己去睇多啲，但係我覺得宜家學生呢仲有一個問題係我地以前比較少見嘅，就係佢地冇乜諗法囉

R：唔

N：即係好簡單一啲、你問佢一啲意見呢，佢真係會解釋唔到嘅，即係佢會就咁答完你：「喔，我同意」、「喔，我唔同意」，跟住你再問、進一步問點解呢，佢係答唔到個嘞，係好奇怪。跟住、但係你問返起、但係佢明明有立場

個啲，即係所以我就唔知佢地究竟係、即係對於一啲 topic 係唔了解嘅，定係佢真係自己本身係冇意見

R：唔，平時除咗上堂嘅事件啦，課餘時間有冇同佢地傾一、兩句偈咁樣嘍？

N：呀都會嘅，即係我會、因為始終我啱啱教完第三個禮拜啦，即係對佢地逐漸熟悉，咁譬如話佢地出黎寫緊白板嘅時候，咁其他同學就開始傾偈，咁我就問下佢地，平時放學有咩做呀，問佢你地有冇補習呀咁樣，咁佢地又話有個啲。跟住有時教到一啲 topic 問佢：呀，你有冇聽過呢啲網絡媒體呀，咁佢地都知道 <100 毛>，「係啦，有睇呀」咁樣、佢地都知嘅

R：其實你覺得相比之下啦，今年嘅 TP 係比較輕鬆啲嘅，之前個兩個就比較辛苦啲？咁你喺嗰段時間入面你點樣調節自己呢？

N：我嗰陣、因為上年呢再辛苦啲呢就係佢完全冇 materials 嘅，佢就得本 textbook 啦，mentor 佢有俾佢嘅 PowerPoint 我，但係佢啲 PowerPoint 係好簡單嘅，係一啲問題黎嘅啫咁樣。咁呢我就要自己準備啦，咁我因為一開頭都唔係好知學校嘅文化係點嘅，咁我就會自己準備，咁我 mentor 堂堂都會黎睇嘅，咁佢睇完呢就會同我做 feedback 啦，咁佢就會講返邊度可以改進下咁樣，咁逐漸呢就會慢慢 get 到嗰個模式囉。咁譬如話之後我教到後期呢比較有爭議性、例如雨傘運動呀咁樣，咁我自己都有啲驚嘅，因為我唔知學校個立場係咩，咁我都會問咗 mentor 先，咁佢都話冇嘅，因為始終你學通識唔可以因為學校立場而唔講呢一啲嘢俾學生聽，咁佢都話唔會嘅。咁去到後期我調節嘅方法係、即係主動啲問 mentor 囉，即係你可能開始 prep 之前，你可以係咁易講下你簡單嘅 idea、個 flow 俾佢聽先，問下佢有冇問題咁樣，咁佢就會俾返唔同嘅意見你呀，譬如話「呀，你呢個位可以點、可以點」咁樣。同埋 mentor 好嘅就係，因為始終佢係最了解班學生，佢會講到俾你聽學生邊啲地方比較弱，咁你就 base on 佢啲 comment 再去執你嘅教學內容

R：咁你係調節你嘅教學方式嘅時候，你有冇可以模仿你 mentor 個教法定用返自己嘅 style？

N：因為我睇我 mentor 呢淨係睇過一堂啦、我諗我教之前，咁啲一堂呢，講真呢就唔係好睇到 mentor 個 style 係點嘅，咁所以我其實 err 每次實習我都偏向用自己嘅 style、自己嘅方法去教嘅，咁佢唯一 err 即係會跟返佢嘅套係譬如話佢俾我嘅一啲意見啦，但係我覺得佢俾我嘅意見呢唔係佢自己 style 黎嘅，即係我覺得可能作為一個通識老師都應該要有嘅

[Episode 4: Recognizing the Hidden Voices]

R：咁舊年你教兩傘運動啦、一個比較有爭議性嘅議題啦，嗰陣時啲同學有咩反應呀？

N：我嗰陣呢係咁啲教「生活素質」，然後就接住教「社會及政治參與」啦，咁其實我係抽咗啲黎講。生活素質嗰 part 呢，就講到媒體嘅時候呢，我就講到啲媒體嘅報道手法啦，譬如 TVB 佢自己「河蟹」自己啲內容 ...

R：即係「暗角七警」

N：係喇係喇，就係嗰個啦，咁我就會抽出黎同佢地講，就問返佢：「你覺得作為傳媒，你應唔應該咁樣呢？」跟住教到去社會政治參與呢，咁我就用佢做 intro 啦，我就叫佢畫低一幕你覺得印象最深刻嘅，無論係你自己去參與又好，你睇電視又好，咁你就 err 畫返一幕，咁就同返你啲同學分享咁樣啦，咁同佢地傾嘅時候，咁我就會巡下啦，咁發現其實有啲同學係「藍絲」（傾向返佔領活動）黎嘅，即係佢地係覺得警察係有錯呀，而大部分同學係支持兩傘運動啦咁樣，去到呢個位你就要諗下點樣可以令到呢啲少數嘅聲音都會令到其他同學知道囉，等佢地知道點樣從另一邊立場睇嘢係重要囉，喺呢啲咁爭議性嘅話題。上年啲同學係好乖嘅，即係唔會有任何爭議、爭拗啲啲，同埋「藍絲」嗰個同學係佢畫咗啲嘢，我之後再問佢，佢先至係講我係藍絲嘅

R：佢畫咗啲咩嘢呢？

N：我唔係好記得，好似畫咗個類似「支持警方執法大聯盟」嘅 logo 我先知道係藍色嗰邊嘅，咁先令我意識到原來班人面都有咁嘅立場嘅，因為佢係全班最叻嘅，比起其他同學比較有主見嘅，咁我就覺得呢啲同學就更加令佢可以表達自己嘅聲音囉，因為其他同學呢就比較跟主流嘅

R：係啦，咁我地今次 interview 就去到呢度啦，唔該晒你

N：唔使客氣

2nd Interview

R：Researcher

N：Natalie

[Episode 5: Characteristics of Students Nowadays and Aspirations for Education]

R：好，咁好多謝你接受我第二次訪問啦，咁今次呢我就想問多啲你自己個人對教育嘅一啲睇法嘅。咁我就想問下呢，因為上次你提及到你家姐係一個小學老師啦，你覺得佢對你想做老師或者從事同教育有關嘅嘢有咩影響？

N：唔，我覺得係俾我多啲知道現實情況發生嘅嘢嘅，即係因為我地平時返學（實習），你唔會、即係大家唔會討論「唉，宜家啲校長係點呀」、「宜家啲家長係點呀」或者係「宜家啲學生係點呀」，咁但係因為我家姐係做緊嘛，咁所以佢就會講咗好多好現實嘅例子俾你聽，例如啦，宜家啲學生係好早熟嘅，同埋佢地大部份呢都係好自我嘅，冇乜禮貌嘅，咁佢呢個位我就會諗返起，啊，其實中學生都係，即係佢地宜家呢一代嘅學生佢地最大問題，即係撇除讀書先啦，而係佢個人品方面佢地都係比較偏向係自我囉，即係佢地好好少去諗人地，或者佢地通常出發點一定係由自己出發先嘅。咁跟住同埋佢分享佢

遇到嘅、見到嘅嘢或者佢遇到嘅問題呀，即係可能自己都會諗下：「如果我係遇到呢啲問題，我會點做呢？」咁樣囉，即係會等我個人係 **prepare** 啲，可能我將來都會面對到呢啲問題，係呀

R：哦，你家姐本身對做老師呢份工有咩感覺或者體會呢？

N：佢本身、因為呢佢教英文嘅，咁但係呢我覺得佢個人呢唔似我地講啲傳統嘅英文老師咁樣，即係唔係啲啲好嚴呀，一定係跟 **worksheet** 呀、好悶咁樣嘅，即係佢鍾意啲比較 **free** 啲呀，跟住 **creative** 啲咁樣嘅，咁佢、佢唯一呢、即係佢黎緊會讀書嘅，點解佢都會選擇去讀書呢，就係因為佢做咗三年啦已經，咁去咗教 **language** 啦，即佢話其實去到宜家啦，其實啲學校都係、特別係中英文科呢，真係十年都可以用同一張 **worksheet** 嘅，即佢覺得根本學校係冇諗住去、或者係啲 **panel** 呀、老師呀係冇諗住改進嘅，可能同一個 **mistake** 呢，連家長都搵得出張 **worksheet** 係打錯嘢，但係唔知點解都可以唔改啦，用咗十年都咁樣，咁就令到佢覺得「唉，我繼續留喺度都唔會做到啲咩，唔會改變到啲咩」，所以佢就想、即係佢寧願去讀完書跟住返黎可能搵一間真係適合自己學校咁樣。因為佢嗰間學校係私校咁樣嘅，跟住啲家長呢、即係你通常讀到呢啲，屋企俾得起錢呀，背景都唔差呀咁樣，咁佢地成日都要求學校係有責任令到佢子女成績好呀，跟住入到 **Band 1** 嘅中學咁樣囉

R：Okay，即係話，從你家姐嘅例子都會見到可能學校係有一啲佢固有嘅一啲作風，令到佢覺得就算作為一位教職員，佢都有乜能力去改變到呢一樣嘢，所以就覺得不如我透過讀書去增值自己，提升自己嘅競爭力，到時再搵一個適合嘅工

N：係

R：咁你家姐嘅例子對你黎講個感受深唔深？譬如話你上一次講到話如果個 **school culture** 覺得真係好唔適合你，你會寧願選擇去 **quit**，去搵一間適合嘅學校多過留喺度，呢個算唔算係受你家姐影響呢？

N：我覺得、因為我唔知 language 嗰邊啦，本身佢地 language 老師想追求啲咩啦，但係如果你問我如果我做咗通識老師呢，我諗我唔會因為咁容易因為同事而放棄嗰間學校囉，因為我覺得教通識呢一科、我覺得係要去到我同間學校嘅價值觀有衝突先會選擇離開囉

R：唔

N：因為我覺得如果大家價值觀根本都唔同嘅時候，其實根本都唔使傾落去囉，但係如果你只不過係 admin 上嘅嘢咁樣，我覺得都可以接受嘅，因為我覺得始終教書呢，最 direct 係接觸學生嘅，咁所以我覺得有時係可能 admin 嘢我都可以接受嘅可能某啲位，但係如果話去到價值觀上有衝突，我就真係會走囉

R：點樣為知價值觀上嘅衝突呢？或者咁搵，點樣嘅價值係會令你好抗拒呢？

N：唔，即譬如話我聽有同學講話佢實習嘅時候，佢嗰間學校係可能話埋俾你聽 err 你有啲乜嘢事件你唔好講呀，因為唔想講得多啲同學就會真係做咁樣。咁我覺得呢啲就同我價值觀有衝突，因為我覺得你上堂講得多呢樣嘢唔代表佢真係會做囉，如果係咁樣嘅話，譬如我地讀中文咁樣啦，其實真係好少可老師會係咁同你講：「你要孝順，你要孝順」，啲學生就會孝順㗎嘛

R：係

N：即個 logic 根本唔啱啦，所以跟住我覺得即去到呢個位嘅話，就珍真係接受唔到囉，即係佢根本扼殺咗學生學習嘅機會，呢樣嘢我覺得接受唔到

R：唔，咁所以呢樣嘢都包括一啲社會政治議題？

N：係呀，係呀

[Episode 6: Portrait of Teacher and Recognizing the Hidden Voices]

R：咁假設你黎到一間學校啦，一開始嘅時候，你會建立一個點樣嘅老師形象呢？

N：如果我自己嘅話，我通常係以一啲比較開放啲嘅形式囉，因為我覺得你要開放個環境，俾佢去諗，俾佢去討論，佢先會夠膽諗所有嘅可能性。因為我覺得你個老師本身已經有既定嘅立場嘅時候，其實你問嘅問題都會好自然已經 **guide** 佢去某一個方向，咁樣已經係、我覺得已經做唔到多角度思考嘅，咁所以我通常呈現俾佢呢，首先就係會俾佢地感覺喺呢一個課室或者呢一堂佢地係有咩意見都可以講嘅，即係總之佢有諗到啲咩就可以講咁樣

R：咁喺你教嘅時候，有冇出現一啲學生嘅意見係被邊緣化咗，啲同學被其他人標籤咗？

N：其實我覺得喺中學生呢個階段又未至於去到你因為立場嘅不同而被人排斥或者被人 **label** 啦。不過你係會睇得出唔係主流意見嘅同學呢，佢地係偏向唔會講出黎嘅，即係你真係要落到組討論嘅時候，去聽去問佢嘅時候先聽到。咁我諗呢樣嘢、我唔知個學生性格就係咁咩，定係佢自己知道呢個意見唔係主流意見而唔講咁樣。係囉，即係我見到佢地未必會主動講出黎，主動分享囉

R：唔，你覺得你如果見到其實有啲同學佢有一啲唔係主流嘅意見，遇到呢啲咁嘅情況，你要透過小組先可以聽到佢講嘞

N：唔

R：你會唔會覺得有必要將呢啲意見令全班都知道？

N：我諗都要睇下個同學願唔願意啦，即係如果佢係唔想俾人知嘅，咁都有理由夾硬講咁樣嘅，但係我覺得可以以老師嘅身份問一啲問題係關於一啲 **err** 有咁主流嘅人嘅諗法，可能反問返佢啲呀：「啊，咁有啲人係咁諗嘞，不如估下點解佢會咁諗？」即係我會等全班都會去諗下囉，但係就唔會開名囉，或者唔會將佢嘅 **point exactly** 咁講出黎，因為咁樣其他同學都會知嘍嘛，咁所以要包裝下，但係又令到全班都可以諗下囉

- R：咁如果講到話嘗試去包裝，之後俾學生諗一諗，同時又唔會唔理非主流嘅意見，咁會唔會影響到備課嗰陣時候，你會好認真考慮晒各方面嘅意見先至話喺課堂入面睇下學生俾啲咩反應你？
- N：我諗備課嘅時候就做唔到咁仔細嘅，因為真係唔知道啲學生諗咩，但係我覺得你可以都大概有個層面嚟度。譬如話你教「佔中」咁樣啦，咁你唔可以將所有唔同層面講晒出黎俾佢、即係呈現出黎俾佢地睇，咁你可能 **base on** 啲層面可能諗一條問題全部都 **apply** 到落每一個層面嘅，咁就叫佢去諗下，譬如話影響咁樣啦，咁你就叫佢諗下：「經濟係咪真係帶黎負面影響呢？當大家都不斷話係執咗好多舖頭呀，冇生意做呀」，咁其實同一時間諗下，有啲人可能因為知道香港可以自由表達意見嘅而吸引黎香港投資，咁都唔一定啱嘛，咁就係呢啲位要俾佢諗多啲囉。因為始終呢啲咁大嘅事件呢，通常啲意見係好一面倒嘅；去到中學生嘅時候，我諗佢地都真係唔會留意一啲比較 **minor** 嘅聲音或者呢啲影響，咁所以你就盡量將嗰個可以傾嘅嗰個層面呈現出黎俾佢，等佢去諗下，咁最主要就係 **base on** 佢地上堂講過嘅嘢跟住再問囉，咁但係嗰個就真係好睇即刻反應囉

[Episode 7: Deliberation – Questioning Skills]

- R：咁以你成個實習入面啦，你上次提及過教「傘兵」呢個 **topic** 啦，咁你點樣呈現個層面出黎呀？
- N：講「傘兵」好似係講緊區議會選舉，係教緊「社會政治參與嘅原因」，點解佢地會參與咁樣。咁呢佢地就好搞笑嘅，譬如
- 問：「點解今次呢個區議會選舉有咁多啲政治老將會輸呀？」
- 咁佢地會話：「唉，佢地係民建聯囉！」
- 跟住叫佢地 **match** 返唔同年齡階層嘅投票率咁樣，跟住我就
- 問：「點解老人家嘅選民登記人數會多咗咁多呀？」

佢地會答：「因為蛇齋餅糿囉！」

咁但係你再問深一層，你就會

問：「咁點解佢地會可以做到蛇齋餅糿，可以吸引到好多老人家呀？」

跟住佢地就唔知囉，靜晒。

即係佢地知嘅嘢真係好表面嘅咁但係佢地會、可能真係因為年級嘅關係啦，譬如話佢唔知民建聯係已經成立咗已多年呀，即係佢唔知道政黨佢地背後係有好多資金，啲資金點樣黎咁樣囉，咁可能喺呢啲位，你就 prep 嘅時候就搵多啲資料俾佢地知囉。咁你上堂講俾佢地知嘅時候，佢都係有興趣聽嘅，因為唔知咩嘢係，但係又重要㗎嘛，咁所以可能喺備課方面都要做多少少

R：咁你有冇試過遇到一啲學生嘅意見係「咦，我未諗過㗎！」咁樣嘅情況㗎？如果有嘅話，當時你係點樣面對嘅呢？

N：我記得有嘅，我記得嗰一刻嘅應對手法就係，我係咁問囉。其實係我想知點解佢會有咁嘅講法啦，所以我不斷咁樣追問佢啦，而追問到佢解釋到點解佢講咗呢樣嘢出黎，係嘞。我覺得都有壞嘅，我又可以了解多啲啦，同學又可以知道啦，咁但係對於老師黎講，最主要就係知點解佢會咁樣講。咁因為同理俾緊佢講嘅過程中都係考緊佢點樣做解釋，點樣做推論，因為佢地地啲推論真係好差啦，係囉

R：哦，即係透過追問到知道點解個學生問到呢個問題，其實個過程入面佢都要不停咁諗

N：係嘞，因為佢地答嘢好鍾意淨係俾詞語呢，佢唔知點解係唔可以完整啲，係

[Episode 8: Revised Understanding of Teaching Liberal Studies]

R：不如講下你讀咗咁多年大學啦，你覺得同你 freshman year 相比，最大嘅轉變係乜嘢呢？譬如對教育嘅睇法呀以至於想做老師嘅決心呀

N：係指教育方面？

R：係囉，嗰方面，或者其他方面都得

N：我諗可能 Year 1 嘅時候真係咩都唔知，同埋自己本身冇讀過通識呢科，咁對於呢科其實係，就真係覺得呢一科咪就係不斷地睇新聞囉，就係感覺上好似學極都學唔完咁樣，咁但係經過實習啦，同埋你接觸到唔同老師呀、唔同學生嘅時候呢，同埋你自己都會一路實習，一路會繼續「刨」嗰啲 C and A guide 呀嗰啲，咁但係其實你去到最後嗰年、去到呢一刻，我就會知到通識呢就唔係有咁多嘢學嘅，如果你真係有好多嘢讀讀唔晒呢，其實係個 approach 係唔啱嘅，因為其實會發現到佢主要黎黎去去都離唔開個框架俾學生應該要知啲咩咁樣嘅。咁我喺自己準備點樣去教嘅時候，我係學得最多囉，即係因為去到實習嘅時候，好多老師都會講現實情況俾你聽，會教你點樣 set 考試卷呀又盛呀咁樣；同埋我覺得改變最大可能係真係你點樣睇教育呢一樣嘢囉，因為可能我地自己喺大學上堂，你點樣都會收到大學 professor 影響啦，咁但係出到去一定會又落差囉，即係你喺大學嗰種教學、教同學嘅嗰種模式呢其實係好高階嘅，其實係真係 apply 唔到落中學嘅，但係你就可以將你諗得比較理想嘅教育方法，加埋現實中你見到嘅情況，咁再慢慢調節返囉，以至到宜家 Year 4 就可能其實都有個模式或者有個自己都大概應該諗到係點教

R：可唔可以舉下一啲例子，譬如話你喺大學有冇體會到一堂通識課應該係咁樣嘅，但係去到實習、面對現實嘅環境，其實喺呢樣嘢係唔可取嘅，或者係仲要考慮其他因素咁先至得嘅？

N：我諗我地大學、即係特別係讀呢一科啦，讀 pedagogy 啦，佢成日都好強調話唔好 direct teaching，因為 direct teaching 呢係你講，佢地唔會記得嘅 blah blah blah 咁樣，咁但係其實去到現實，入到學校呢，如果你真係有一 part 係 direct teaching 呢，你就咁直接拋條問題去傾呢，其實佢真係唔知要做乜嘢，即係佢地會真係坐喺度，跟住就會問：「咁即係做咩呀？」咁樣。

咁所以我覺得你問我有冇自己嘅一套模式，首先就係點都冇一細部分點都細 **direct teaching**，特別係從我自己實習嘅經驗啦，見到越黎越多新移民，咁呢啲同學呢就真係對香港嘅嘢真係乜都唔知，佢真係唔知乜嘢係國民教育事件啦，返國教係發生緊乜嘢事啦，咁呢個位呢你就要幫佢釐清返其實成件事係點樣嘅，即係好 **factual** 嘅嘢佢地要知返，咁所以我覺得 **factual** 嘅嘢呢係真係要 **direct teaching** 嘅，咁所以要有咗呢個基礎嘅情況下先可以進入討論嘅部分

R：唔，即係 **direct teaching** 係有佢嘅作用嘅

[Episode 9: Characteristics of Students Nowadays]

R：仲有冇其他嘅嘢衝擊到你嘅諗法㗎？

N：唔，其實唔係關通識科嘅，不過都有同其他科嘅老師傾過啦，我有諗過宜家學生嘅語文能力係咁弱嘅，而嘅嗰個位係佢地上堂呢好 **talk** 得，但係原來當佢地寫出黎嘅時候呢，係詞不達意嘅，同埋佢地係、我諗真係因為科技嘅影響，呢一代嘅學生係好多錯字，雖然通識錯字係唔扣分，但係你作為一個人寫嘢嘅時候有啲字真係唔應該錯，譬如「我認為」咁樣啦，佢個「認」呢會寫咗「應該」個「應」，即係我覺得佢地嘅語文真係好弱囉，我覺得弱到係、如果我唔宜家指出呢個問題，佢地第時出黎做嘢真係會係一個障礙囉

R：咁錯別字喺通識呢一科黎講都叫做勉強可以接受？

N：**Err** 錯別字呢都可以接受嘅，即係因為都起碼同音字咁樣啦，但係去到某個位 我發現佢地表達唔到呀，即係佢個推論係寫的好亂呀，即係可能我係佢個老師，我都會嘗試理解啦，其實當你出到去，就係考評局班 **marker** 唔會對你咁好㗎嘛，唔會幫你砌返成個推論出黎㗎嘛，咁我就會擔心佢出到去個結果會覺得現實係咁殘酷而覺得好受挫折，所以我覺得 **develop** 學生嘅語文基礎係好緊要囉

R：呢一樣嘢係咪喺改 **assignment** 度都睇到？

N：係呀係呀，因為其實上堂呢真係佢地係好似答到呀、okay 嘍有文有路呀，但係去到喺教員室改嘢，啲中、英文老師都會呻：「寫乜呀？」咁樣呢，大家都會有一致嘅感覺都係佢地宜家呢一代嘅學生語文能力係比較弱囉

R：而你覺得係某程度上因為科技嘅發達 ...

N：係呀係呀，因為我覺得宜家譬如話 send message，你打得好快啦，咁你打完呢，你漏咗啲嘢呢，你可以即刻再補充再打啦，咁但係平時譬如話我地寫嘢嘅時候呢，你一定要完整咁寫完先可以俾人睇㗎嘛，即係你唔會寫到一舊舊、又加箭嘴又盛呀，咁所以我覺得組織上面係真係比較弱嘅。所以我覺得科技係令到啲嘢係方便咗，但係問題係太方便嘅時候呢就未必會經過深思熟慮囉，即係佢唔會諗下佢寫嘅嘢 make 唔 make sense 囉

[Episode 10: Portrait of Teacher and Aspirations for Education]

R：你會點樣期望學生呢，喺呢一科入面？你希望佢地透過呢一科獲取到乜嘢呢？

N：即係我覺得撇除考試之外，其實我最希望同學真係可以主動去睇唔同嘅嘢、因為好籠統咁講，通識就係要培養佢地多角度思考啦，但係我覺得呢樣嘢就真係好難做到，就算我地老師都未必真係所有議題都做到多角度，因為我覺得唔同嘅媒體都有佢自己嘅既定立場啦，咁你要做到多角度嘅時候，咁啲人就會問：「咁要睇幾多呀？」我覺得睇幾多都唔係重點，但係要你真係自己要主動搵唔同人嘅睇法囉。因為我覺得宜家學生嘅一個問題就係佢地唔識得解決問題，但係我覺得多角度思考可以幫佢地去解決問題，去知道咗有咁多個可能性呀，咁當佢面對到個問題嘅時候呢，佢就可以諗返起邊啲可能性係可取嘅，咁所以我希望佢地可以做到呢一樣嘢啦。咁你話再長遠啲黎講，咁當然係希望佢要識得去尊重人地嘅意見，呢佢可能有啲行啦，但係真係唔係個個都做到囉，即係你自己宜家睇下新聞，睇下啲人講嘅嘢，真係唔係個個可以接受到人地講嘅嘢。我覺得同學係應該要明白人地嘅立場，即係唔好先

人為主，唔好覺得 **err** 梁振英係從來做嘅嘢都係唔好嘅，即係你都要搵其實佢都係有做一啲其實有幫助香港嘅事咁樣囉，咁我覺得同學最弱嘅嘢係佢地只會聽主流意見，而忽略咗其他嘅意見

R：咁係咪即係話新媒體嘅興起反而令到學生唔聽主流以外嘅意見？

N：我覺得可以咁睇，因為佢地仲細啦，未明白到多角度嘅重要性，咁宜家媒體鍾意報道主流意見，對學生黎講就會 **reinforce** 咗以為報道嘅內容呢就係全部嘅意見嘞，咁所以老師嘅角色就係要拉返佢地出黎，俾佢地睇到主流以外嘅一啲睇法

[Episode 11: Recognizing the Hidden Voices]

R：唔，咁頭先我地都講咗話呢大學四年點樣影響到你嘅教學法啦同埋對學生嘅期望，咁喺呢一個過程入面有冇一啲人，例如大學教授呀，對你嘅影響係比較明顯㗎？

N：我覺得係所有嘅 **professor** 都有個共同嘅地方，就係佢地一定會搵到嘞地方去鼓勵你囉，即係我諗做老師都好重要，尤其係我今年教 **Band 2** 啦，咁當然會有曳嘅學生啦，即係我會見到好多老師直情未見過個學生呢，已經叫我要小心個學生呀，佢係好曳呀又盛咁樣，但係我覺得就算佢曳都好，佢一定都有佢好嘅地方囉。因為如果有好多老師都話呢位學生曳嘅時候，某程度上都證明呢個學生都知自己有問題啦，咁如果你都繼續用呢一個眼光去睇佢嘅話其實係幫助唔到佢囉，因為佢已經慣咗咁嘛，佢已經知道：「唉，老師都覺得我曳㗎喇！」咁但係你就係要搵出有興趣嘅嘢喇、佢叻嘅地方啦，而將佢叻嘅地方去 **apply** 落佢平時上堂啦，即係總之放大佢嘅優點啦，等佢知道自己係有價值

R：哦，有冇一啲例子呀？

N：我就係、其實就係今次實習啦，咁我嗰班呢有個同學嘅，咁佢呢就係有少少 **SEN** 嘅，咁佢係專注力不足（**ADHD**），我第一次睇完堂啦，咁我個 **mentor**

呢就即刻同我講，邊啲學生係有 SEN 嘅，因為佢都有責任話俾我聽嘅，我都要留意返佢地可能情緒不穩咁樣。咁我 mentor 話佢成日瞓覺，咩科都瞓嘅咁樣，咁好彩 mentor 亦都有同我講佢數學好叻嘅，所以呢你只要講到涉及數字呀或者要佢計下數呢，佢就會好專心㗎嘞。咁我正式教之前呢就諗咗個方法啦要佢專心咁樣，就因為佢地要計參與分嘅，上堂有啲咩 participation mark 嘅，咁我就諗，平時嘅做法呢就係自己個組（註：該學校採用分組學習上課）自己計返你上堂有答過幾次問題啦。跟住呢，我就轉咗要嗰個同學幫我計晒所有分，總之我要加分嘅時候我就會話佢聽啊邊組邊個可以加分，咁佢就要一定清醒啦首先，因為大家嘅分喺佢手中啦，就算佢唔聽我講嘢佢都要聽到我話邊一組加分啦。同理後來我話瞓覺嘅話會扣分，咁如果佢自己瞓㗎話，佢都要扣分，仲要扣多啲，因為你係負責計分嗰個人啊嘛，係嘞。咁佢一開頭都話：「嘩，Miss，唔好玩啦！」跟住我話：「梗係唔係啦，咁樣你又計下分，同理你又唔會瞓著囉，係咪先？」咁我之後發現呢，都有用㗎，計係上咗幾堂係有用嘅，所以我就係呢件事我就覺得有時老師係要用學生有興趣嘅地方同埋佢叻嘅地方去幫助佢學習囉。你鬧佢係有用㗎，佢都唔想㗎嘛，我覺得老師嘅責任就係點樣去幫佢

R：幾係所謂曳嘅學生其實係可能佢嘅優點未被發掘，而老師嘅責任就係要搵到佢地叻嘅地方黎令佢對學習有興趣，佢終歸都係一個好嘅學生

N：係嘞，跟住個學生之後有機會都會撩我講下啲無聊嘢呀，咁更加令我覺得其實老師點樣去睇一個學生嘅態度或者你點樣去睇佢嘅方法係對學生影響好大囉，即係你唔可以預設咗佢係曳就曳，你咁樣根本唔係幫助緊佢，你應該係盡量諗一個方法等佢學到嘢囉

R：Okay，咁呢就個訪問就去到呢度啦，唔該晒

N：唔使客氣

Appendix II – Dialogues with David (Excerpt)

1st Interview

R : Researcher

D : David

[Episode 1: Recognizing the Hidden Voices]

R : 好，咁首先好多謝你接受我訪問，就想問返你啲比較基本嘅資料先嘅。你係 final-year 嘅 student 啦 Liberal Studies，你有冇 major 或者 minor 㗎？

D : 有，minor in Geography

R : Geography，minor in Geography。好，咁本身你會唔會有啲屋企人或者啲兄弟姊妹呀都係從事同教育有關嘅工作呀？

D : 有呀，我媽咪係小學老師

R : 唔，大約做咗幾耐？

D : 接近 25 年

R : 接近 25 年

D : 係呀

R : 係，好。咁呀我地由啲比較近期嘅事開始講起啦，不如講下最近你 TP 你嘅經歷係點樣樣？

D : 好呀，第三次 TP 啦今次係，咁相比起第二次呢，我會覺得 err 學多咗嘢嘅，原因係 mentor 對我嘅 support 啦，俾多咗意見我啦；第二次 TP 嗰陣時嘅自由度係大啲，譬如個 mentor 一開始都會有提點下我啦，之後就有嘞，另外一位 mentor 呢，除咗第一次見面，擺咗 materials 之後呢，就有再見面嘞，跟住之後見面呢就係 TP 完嗰陣時，真係冇乜點見過，所以今年係比較好啲嘅。

- R：你話今年 TP 比較好啲，可唔可以具體一啲講解下？
- D：今年個 mentor 俾咗好多 feedback 啦，譬如有好多 debriefing session 啦，會令到我、即係有咩可以再進步啲嘅，佢會提點啦，然後、甚至係睇堂啦、即係 supervisor 黎睇堂啦，mentor 都有再俾 feedback 嘅
- R：你覺得今次 TP 之中 個 mentor 俾到你最有用嘅 feedback 係乜嘢呢？即係你一聽到就會「啊，係喎，原來我一直忽略咗」咁樣？
- D：有兩個例子嘅。第一個呢就係我會教 Form 1 嘍嘛，負責 Form 1 同 Form 4 啦。咁 Form 1 嗰度呢其中、我負責兩班 Form 1 啦，咁有一班同學係非常之踴躍嘍啦，即係答問題個個都舉晒手咁樣啦，咁有一次我記得我問問題，咁舉地就舉手搶答，咁我要俾分（參與分）嘍嘛，有一撮嘅同學仔其實係有舉手嘅，咁但係我就忽略咗佢地啦，咁然後我就臨尾講咗一句：「呀，其實頭先冇舉手嘅同學都可以舉手參與㗎」咁樣啦，咁我 mentor 就講話：「其實呢佢地係有舉手嘅」，即係佢俾咗一個意見我就係，都可以、其實留意多一啲整體成個課堂環境、同學嘅參與度囉，instead of 淨係前面好 active 嘅幾組咁樣，咁呢一個係我覺得無論係教學啦或者 classroom management 都重要囉、即係好全面咁樣去管理好嗰個課堂嘅運作呀、各方面都好緊要，呢個係第一個例子
- R：唔
- D：第二個例子就會係 Form 4 嘅 mentor 嘍，本身唔似舊年咁我兩個月前就認識晒班同學仔，兼且我知道成個上堂嘅模式係點，運作係頗為暢順嘅，但不過今次嘅第一日返到去見到佢地、真係第一次見到佢地就要教咁啦，咁變相班房入面嘅文化啦、佢地本身適應咗嘅課堂嘅模式啦，咁嗰方面 Form 4 個 mentor 係幫咗我好多囉，即係俾好多意見話俾我聽嗰背景係點呀、有啲同學要留意呀咁樣，咁呢一方面係最緊要囉

R：你今年 TP 教邊一個 module ？

D：我今年係教「Hong Kong Today」入面嘅「社會政治參與」

R：唔，可唔可以講下你喺教呢個「社會政治參與」嗰陣時候呢你嘅一啲經歷呀？

D：我覺得呢個課題係有趣嘅，相比起我上年嗰個「Modern China」，講三農問題，原因係因為始終都係大家活嚟香港啦，好多嘢都息息相關啦同自己，加上呢其實班同學呢其實係有興趣，即係平時睇新聞，佢地會聽完就算㗎嘛，但係不過如果你能夠俾多啲 knowledge 或者俾多啲 background information of 嗰啲嘢嘅、即係嗰啲事件俾佢，咁佢就會覺得「啊，係喎，冇諗過呢樣嘢嘅」咁樣，咁呢一度係嗰個有趣嘅點啦。其次係、佢地係有睇報紙嘅，但係不過呢，睇報紙黎講，咪就係睇完囉 ...

R：即係水過鴨背咁樣？即係知道有啲嘢發生，但係就 ...

D：係嘞，佢地會係聽過民主黨呢個名啦，即係舉個例，但係舉地唔會知道民主黨入面嘅成員係邊個，可能佢地會講咗係「曾鈺成係民主黨」咁樣，即係佢地會好亂囉呢啲位，咁我覺得有趣嘅位就可以釐清返呢啲咁嘅 misconception，咁令到佢真係知道成個 scenario 真係做緊啲咩咁樣囉，咁呢一個位就係其中一個睇法啦，即係嗰個學生同我嗰個互動方面，咁我覺得呢個課題係做到嘅

R：即係你喺教呢個 module 入面其實你會發覺到好多佢地、其實佢地係知道一啲嘢，但係佢地冇話好冇系統咁整理好吸收到嘅資訊，而你嘅作用就係同佢地 clarify 返

D：係嘞

R：咁除咗講立法會議員啦，你 design 呢個 module 嗰陣時你仲會用到乜嘢議題去教？

D：首先最開首嗰度，我會教返制度化同非制度化（社會政治參與）嗰個分類方法啦，一黎 curriculum guide 係包含咗，二黎我覺得係重要㗎嘛，咁你有一

個清晰嘅分門別類嘅方法你先知道、先可以繼續落去後面一啲比較真係議題探究嗰方面嘅課堂吖嘛，咁所以分咗呢一樣嘢先啦。然後呢，其實我當中係會加一啲議題，即係個別嘅議題去講嘅，例如非制度化啦，咁有遊行示威呀各方面啦，咁我就用咗「光復行動」黎講嘅，即係純粹俾佢地、一黎啦俾佢地知道係非制度化嘅方式啦，二黎呢件事係持續咗幾年啦，例如上水、屯門、元朗，等佢地有實例，真係了解下真係有件事係咁發生囉，佢地係完全唔知道光復行動

R：哦，咁如果佢地唔係好知到光復行動、即係假設譬如話 err 「大家知唔知到上水發生咩事呀？」咁樣，咁佢地可能會擰晒頭咁樣定話係 ...

D：佢唔會擰頭嘅，佢就會話「我未聽過」咁樣

R：哦，咁你點樣去繼續個課堂呀？

D：其實呢，我知道有啲同學係唔知，不過我有估到咁多同學唔知嘅，咁其實我地正正佢唔知咁所以先教呢個。咁其實我當然唔會話好多好多時間真係教呢個議題啦，咁其實我會 design 一張工作紙嘅，咁呢張工作紙呢就有啲空格，類似 fill in the blanks 咁，咁我會同佢地一起討論囉，起碼佢地有一個 notes 喺手，有個議題探究嘅工作紙啦，佢地有寫過嘅，佢地有投入過嘅，真係擺返上堂學過嘅 knowledge 可能返屋企溫書。咁當然啦，我地都知唔會、公開試唔會淨係考呢個議題啦，咁但係不過作為一個援引嘅例子囉

[Episode 3: Characteristics of Students Nowadays]

R：頭先你講到啦，學生吸收到好多嘢嘅，但係呢佢地、即要佢地好有系統咁去講返件事嘅來龍去脈呢，其實係比較有挑戰性嘅，呢個同你本身自己對於現今學生嘅睇法係咪一致呢？

D：我講下我接觸過嘅學生啦，我遇過嘅學生啦大致上分兩個睇法啦，第一個睇法就係佢地係知識方面唔多，可能 Form 4 啦，始終我未教過 Form 5、Form 6 啦，佢地係開始接觸（高中）通識或者開始睇多啲報紙，咁其實嗰個階段

會係一個興趣培養嘅階段囉。我自己睇到譬如喺功課方面啦，佢地喺個個議題 **err** 個個背景知識方面未係足夠嘅。咁兼且仲有一樣嘢就係呢佢地推論方面呢都係一個問題就係呢，佢地本身自己唔夠知識咁嘛，咁可能佢地就有一個好完善嘅推論嘅過程啦 ...

R：即係個邏輯思維

D：係嘞，即係可能譬如係 **A trigger B, trigger C, 先至 trigger D** 嘅，可能佢地就即刻由 **A** 跳到 **D** 嘞咁樣，即係會 **skip** 咗中間啲步驟。咁當然啦，都理解嘅，咁你始終可能第一年新高中，咁可能呢一方面係有影響啦，即係未習慣啦。第二樣嘢呢就係個語文能力呢都唔係太高嘅，即係呢啲好講語文能力㗎嘛、你知啦，譬如你講緊中文作議論文，你會有一個好清晰嘅脈絡，知道個個前因後果，咁你寫出黎永遠係好啲嘍，咁我就睇到呢兩樣嘢囉

[Episode 4: Revised Understanding of Teaching Liberal Studies]

R：有冇試過一啲情況係學生做唔到你期望嘅效果？

D：後尾冇嘅，後尾熟絡咗，即係知道大家知道大家嘅期望咁，咁都有太大問題嘅，一開始時大家冇咁熟絡，咁佢地咪唔聽、翻晒覺囉，咁咪話下佢地囉，咁其實話佢地都有乜用，咁呢啲係一啲比較沮喪嘅位啦，因為啱啱一開始入到去，尤其是你係實習老師啦，你唔熟習班人㗎嘛一開頭，咁你唔知道有咩方法去應對，你真係要同佢建立好關係你先、俗啲講句「俾面你」咁樣。不過之後熟絡咗就 **okay** 嘅

R：何謂「俾面」呢？係指做到你想要嘅嘢咁定係純粹翻少啲覺？

D：咁講啦，當你見到一件事啦，與其佢地唔能夠從你嘅課堂上學到嘢嘅，咁即係你要 **fine-tune** 下自己個教學模式黎去迎合佢㗎嘛，係咪呀？

R：係

D：其中一個你去 **fine-tune** 你個教學模式就係、可能你對佢地嘅期望唔好咁高住先，你調低返少少對佢低嘅期望，即譬如話一開始覺得一個連堂做兩個

tasks 嘅，討論一個 task，然後可能係出黎 sharing 啦咁樣假設，咁你咪唔好要求咁高住先囉，即係可能佢地根本都未試過呢個方法嘅，咁你咪可能純粹喺一組人面叫佢地傾下，然後喺組裏面有意見啲嘅同學嘅可以唔好叫佢出黎喇，喺嗰度講出黎囉，變相起碼俾佢慢慢去適應呢一方面啦。同埋你對佢地期望唔好咁高係話唔好期望佢地會達到你比較高嘅答案囉，即係比較片面啲嘅答案，其實都顯示緊佢有諗過、參與過，咁所以呢一方面喺上年間學校係學到呢一樣嘢囉，就係你自己點樣去解決呢個問題，或者點樣唔好咁惡化落去囉，就係睇下你自己點樣調整你個課堂，即係有啲同學仔唔係曳囉，佢係真係能力有限囉 - 或者唔應該咁講，應該係有個潛能喺度未發揮到出黎

R：未發揮到出黎

D：係嘞

[Episode 5: Recognizing the Hidden Voices]

R：咁不如講下一啲爭議性嘅議題啦，畢竟教通識會接觸到唔少，你會唔會遇到一啲情況係啲學生好熱烈咁表達一啲立場？

D：立場就一定有，即係每一個人都會有立場，社會上啲人都會有立場，就算你做人都會有立場，咁如果你話政治立場而當我教政治議題嘅時候，我會盡量令到本身 ... 啊，你個係講返上年，因為今年啲嘅真係有乜話太大衝突。上年有啲同學仔、內地落黎嘅同學仔，咁佢地就成日俾一班香港嘅同學仔笑佢係「大陸豬」咁樣啦。咁因為上年教「Modern China」，講到話「今日香港」啲嘅「蝗蟲」呀啲嘅事件，咁所以變相嗰個、我遇到嘅情況就有好似你講話咩立場唔同呀，咁但係不過至於可能講到課室人面佢地可能會講：「快啲搵佢啦，佢係大陸人黎嘅」咁樣囉，呢啲位咁你作為老師你咪要懂得去緩和返個氣氛囉，即係譬如假設用返頭先「大陸人」啦，咁我就會問：「咦，咁你作為香港人，你會點睇呢？你認識嘅中國係點嘅呢？」係嘞，即係呢啲位、又唔係俾返個波佢 ...

R：即係俾啲位佢反思下？

D：近似啦，或者係俾佢、其實可以營造多角度思考㗎嘛，係咪？

R：唔

D：咁你可能作為你 **identity** 係中國人㗎嘛，即大陸人㗎嘛，可能你對呢件事本身嘅認知同我地本身香港人唔同嘅，咁你其實係令到嗰個將會發生嘅衝突變咗做一個 **discussion**

R：即係你會見到可能係一個對立面黎嘅 ...

D：係嘞係嘞，但係呢你將嗰件事淡化咗佢囉。其實喺個過程入面仲想做到一樣嘢嘅，因為就算佢地有諗住同同學嘅意見發生衝突啦，佢地都需要時間理解人地個論點，所以就要透過我作為一個老師去話俾佢聽其他方面嘅持分者係咩呢，或者如果你代入反方你會點樣諗呢咁樣囉，即係呢件事係我地（老師）促成㗎嘛

R：即係話其實佢地可能對嗰件事都有啲認知嘅，但佢地可能對、未嘗試代入人地個角色去諗一諗 ...

D：有啲同學會嘗試過嘅，大部分冇啦，同理都好因應議題啦，議題唔熟悉嘅，正反方都唔知諗乜嘢，即係好視乎嗰個議題係乜嘢

R：即係話如果佢地對個議題唔熟悉嘅話，就會比較唔理解對方嘅諗法，而你嘅責任就係幫助佢地去了解

D：係嘅，不過學生都應該有責任自己去搵下資料呀咁各方面囉，但係老師嘅角色就正正係幫佢地去釐清返持分者啦、起因啦同理嗰個衝突點

[Episode 6: Revised Understanding of Teaching Liberal Studies]

R：有冇遇到啲情況係學生會將社會上一啲比較偏激嘅言論帶入課室呢？

D：我覺得其中一個因素會影響到學生會唔會將社會上一啲比較偏激嘅言論帶入課室呢就係老師、I mean 上堂嗰個老師，佢點樣去講解呢啲事件

R：你覺得你會傾向用乜嘢嘅方式而令到佢地會有所謂獨立批判嘅思維呀？

D：咩方式呀 ...

R：即係譬如你教緊嘅時候會接觸到唔同持分者嘅意見㗎嘛，咁啲嘅意見其實都會某程度上反映到佢地個立場

D：係

R：咁你喺處理呢啲唔同嘅意見呀或者係學生喺課堂入面就住佢地所知去講出嘅一啲立場，從而營造一個比較平和嘅氣氛，而唔會對某一個立場偏頗呢？

D：首先自己先啦，即自己個立場一定好清晰就係唔可以偏頗啦，即當你教呢啲議題，如果你作為一個老師，假設你支持旺角騷亂啦、嗰個「魚蛋革命」啦，如果我自己都覺得「掙嘢啦，嗰個 moment 仲唔掙嘢？等幾時呀」咁樣呢，咁你諗下班學生會一定好受影響啦

R：係

D：咁呢一方面本身自己老師一定要揸緊一樣嘢，就係你要保持返中立 - 或者咁講，唔好幫死一邊囉，當然啦，容後你自己要 **share** 返你自己嘅立場、你嘅意見，完晒成個議題探究先至進行，或者課堂以外都可以表達，因為我 **mentor** 都講過，就係老師一定有立場啦，點可能有立場啫，就係睇點樣去呈現出黎之嘛。喺課堂入面，唔同同學仔都會帶入唔同持分者啦，或者係唔同同學仔代入唔同持分者嘅同時，亦都會有機會再代入過另外一個持分者㗎嘛，咁即係會因應返睇到唔同嘅意見嘅。譬如唔會呢一堂就淨係諗參與掙磚嘅人，唔諗市民、警方嘅睇法㗎嘛，一定會有 **swapping**

R：即係話你嘅 **approach** 係會傾向要學生代入唔同持分者嘅角色 ...

D：其實你代入持分者嘅角色咁咪知道嗰個持分者嘅立場囉，當然學生有自己嘅立場係冇問題嘅，我著重嘅係佢地了解晒成件事嘅來龍去脈之外，會明白到各個持分者嘅立場，先至去俾自己有立場囉，即係你唔可以淨係見到掙磚嘅人就有自己嘅立場囉

2nd Interview

R : Researcher

D : David

R : Okay, 可以開始嘞。咁問下你啦, 你覺得實習都去咗一大半啦, 你有啲咩感覺呀?

D : 我覺得今次實習俾我嘅 support 係好多, 教咗我好多實用嘅方法同埋 e-learning, 即係點樣用啲電腦器材融入教學啦, 啲學生都好乖, 肯聽話, 個氣氛好好, 所以都學到幾多嘢

[Episode 7: Portrait of Teacher]

R : 唔, 聽到你話個氣氛好好, 其實點樣為之一個好嘅課堂氣氛呢?

D : 我會咁講啦, 尤其是初中科, 即係初中嘅學生嘅課堂, 老師扮演嘅角色係重要, 係主導多啲, 原因係一黎可能啲同學仔未適應中學嘅模式啦, 或者佢對成間學校、同學仔相處之間仲要時間適應, 咁所以變相老師喺教學啦, 或者去營造一個課堂氣氛方面呢, 如果能夠係做到和諧啲或者係令到佢地有咁緊張 ...

R : 何謂一個比較和諧啲嘅氣氛呢?

D : 和諧啲嘅意思係, 因為我地都會涉及一地小組討論呀、分享又或者我自己本身都會分享我自己個人經驗, 咁和諧黎講就係、應該係唔好太過以一個老師身份, 即係嘗試下譬如有時講下一啲輕鬆一啲嘅話題啦, 咁譬如可能同佢地會講下一啲佢地想聽嘅, 同佢地傾偈, 咁成件事個氣氛就有咁僵囉 - 唔係僵囉, 係有咁嚴肅囉。咁和諧啲係好嘅, 咁變相學生會比較容易講返自己嘅意見啦, 佢會比較有興趣, 你就可以將佢地嘅睇法扣返你自己個課堂度囉

[Episode 8: Portrait of Teacher]

R：有冇用一自己啲生活例子去引起佢地嘅學習興趣？

D：有嘅。講少少 Form 4 啦，咁 Form 4 嗰陣時呢，講到一啲有關政治議題啦，咁講開話估中，咁我就分享自己近期睇咗一齣戲，叫做〈十年〉，咁有好多同學仔呢就有睇過啦，因為、唔之係咪有放映？

R：好似有，不過好短時間內被封殺咗

D：係啦，少機會啲睇到齣戲啦，咁我本身自己喺大學睇㗎嘛，咁我咪變相好慶幸睇過呢齣戲啦，咁就分享返成件事，即嗰個戲究竟、即當然唔係話內容係幾精彩，反而係想講上次睇完之後呢，有班導演做分享，咁就講咗句話，咁我覺得都值得反思下嘅，就係：「有時做事，唔一定係諗件事得唔得，而係要諗件事啱唔啱。」即係做每件事嘅時候，咁當然啦，個導演係 refer 返一啲有政治爭議嘅議題啦，咁但係不過其實呢一句話都唔一定關政治事嘅，即係可能有啲興趣，想做返自己想做嘅事，自己個人嘅一啲理想，可能未必咁容易達到，但係不過如果你覺得啱就要去做

R：即係 ...

D：其實都唔係直接同教學有關囉，係關價值觀嘅灌輸，係分享啦，唔好話灌輸。教育畢竟係關價值觀事

R：即係如果覺得啱嘅話 ...

D：即覺得啱嘅話，你可以去嘗試，就唔好考慮嗰個後果先，係嘞。

[Episode 9: Recognizing the Hidden Voices]

R：其實你嘅教學方法係受乜嘢啓發嘅呢？

D：咁講啦，其實係有關我個人個性格有好大關係，因為我本身黎講唔係傾向會去用一個強硬嘅態度去對學生，一黎我實習啦，二黎我自己真係做唔到譬如鬧人呀，或者、係囉、用一個好嚴肅嘅態度去管教學生 ...

D：你意思係學生嗰個紀律咁定係你 ...

R：我覺得紀律要管啦，咁但係不過我意思係教學上、即成個課堂氣氛我想做到 friendly 啲嘅，即係我想做到我尊重你，我亦都相信你會尊重我個種，咁所以變相呢個可能係我本身性格，我係傾向咁樣做事咁樣。不過如果再傾去啓發個度，Year 3 嘅實習經驗囉，因為嗰班同學仔比較頑劣少少，教書嘅目的係為咗咩呢？係為咗過咗嗰堂就算？即係有啲同學仔未必喺求學階段學到好多知識嘅，咁作為老師嘅，係咪淨係限於喺班房傳授知識呢？其實可能有啲價值觀、有啲分享會影響到個學生，所以嗰一年嘅實習俾我嘅感覺好深囉，就真係其實你會影響到佢囉，就爭在用乜方法、咩 approach 去影響佢囉

R：即係講返嗰年嘅實習，你遇到一班即係比較活潑啲、行為上比較激烈啲嘅學生啦，你點樣睇到話其實你嘅一言一行其實會有意無意之間影響到學生呢？

D：因為我同佢地有食飯啦，即係 lunch 呀，即係佢地好 friendly 嘅，邀請我食飯，咁我咪會同佢地講返其實佢地有時會有啲諗法係喺呢間學校真係好有出息啦，相比起啲精英班嘅同學，咁我覺得自己一文不值啦。咁咪就係呢啲機會可以鼓勵返佢地，因為其實有啲同學仔呢係有自己嘅長處，或者有自己嘅理想，例如有啲想做髮型師，做髮型設計咁樣，咁你咪可以去到呢啲位真係鼓勵佢囉，即係你要 at least 呢、人呢要有啲信心啦同埋有啲鼓勵啦某啲 moments，尤其是係自己搵唔到目標或者唔明確，有信心去實踐。咁喺呢個時候，有一位朋友、老師同你講，鼓勵你嘅，即係可能得一、兩句嘅，我覺得個成效係大嘅。雖然佢唔會開心到笑晒口咁啦，不過佢係 feel 到你係關心佢囉

[Episode 10: Aspirations for Education and Portrait of Teacher]

R：好，咁講咗好多學生啦，不如我地宜家講下你喺呢四年大學期間嘅一啲體會啦，你覺得你自己四年前作為一個 freshman，四年後宜家作為一位準老師，最大嘅轉變係乜嘢呢？

D：最大嘅變化 ... 首先做老師個目標更加明確啦，即係本身黎到自己都想做老師嘅，不過就未遇到老師實際上遇到嘅困難啦，但係自己做咗幾次實習，跟住都覺得自己嘅個團火都有減到嘅，即係都鍾意做老師嘅咁樣，所一如果你話變化呢，譬如啲教學技巧會提升咗囉

R：你覺得實習令你提升咗啲咩教學技巧呀？

D：問問題嘅技巧啦，同埋做活動、去設計一啲工作紙嘅時候點樣可以令到佢可以更加獲益多啲，呢啲就係教學方面囉，轉變就唔係大嘅，只係更加肯定自己會做老師囉

R：除咗實習之外，仲有冇其他嘢係令你更有體會呢？

D：有啲工作經驗呢，即譬如啲啲、即係唔一定係實習啦，係出面啲功課輔導班呀啲啲，其實自己都試過教嘅，即其實你會睇得到原來學生喺佢本身嘅課堂入面真係有困難去學嘅，始終係想學，但係老師嘅教法唔適合佢，咁佢變相就窒礙咗佢嘅學習。我覺得呢樣嘢係非常之可惜，因為佢本身係叻嘅，但我明白好多老師工作繁多，未必兼顧晒所有同學，所以就正正呢個原因，我見到有好多學生都可以幫到佢，而我有能力幫到佢，咁令到我覺得幾有滿足感

R：即係你覺得教書最大嘅滿足感係佢學習上有困難，而你可以幫到佢

D：係，即係佢進唔進步係另一回事，**at least** 佢個態度有改變，我覺得已經非常好，真係嘅

R：唔

D：咁至於大學教授呢，我遇過一位教授啦，佢同我地講過啦，你喺同同事、同學仔相處之前呢，你要學識自處，即係你要學識點樣定位自己先，個 **system**、自己個 **system** 要搞清楚，即係你要理解自己想做乜嘢先，**personality** 點樣發揮得最好去幫到啲學生，**which is** 覺得其實都係嘅。有時有啲同學呢有講過話：「我好想似某位老師咁教得好幽默、好開心」咁樣，咁我覺得有時你有一個幽默感同埋個個 **charisma**，點解要夾硬做呢？即係有時你真係做唔

到嗰位老師咁，但不過你可以行另外一個方向㗎，即係譬如點解你唔可以做一個比較關心多啲嘅、caring 多啲嘅，唔使一定做幽默嘅，所以呢個就係睇你點自處囉

[Episode 11: Characteristics of Students Nowadays]

R：你覺得時下嘅學生同你做學生嗰個年代有啲咩分別呢？

D：首先佢地資訊會多咗好多囉，因為我嗰陣時邊有智能手機呢？我覺得佢地宜家學嘢嘅途徑好多，好處就係，佢地唔識就會用智能電話搵答案囉，咁變相呢一樣嘢係幫到佢地知識上增長、效率真係高好多囉。另外一個分別就係呢，有啲學生真係嗰個態度問題嘞，我地呢就算幾衰、幾懶散得黎都會知道玩還玩，但不過 **at least** 都會係擺返啲時間讀書，但不過佢地宜家真係、個態度真係「踢一腳先郁一下」囉

R：即係最終要靠老師先肯的起心肝去讀書？

D：係囉，同理好依賴人，你唔俾功課佢，佢真係唔溫書，其實呢個幾諷刺囉，我地宜家咁樣咁好嘅資源，但不過佢地心態唔同㗎，咁假設如果呢一啲咁好嘅配套喺我地個年代，咁我地會發揮得更好

R：即係你覺得佢地呢個年代接觸嘅資訊多咗，學習嘅途徑多咗，但係同時佢地學習上嘅態度又唔係好積極，所以就覺得有少少㗎㗎

D：都可以咁講，但都有同學仔係真係好肯學習嘅

R：咁你覺得對通識教學上會有啲乜嘢影響呢？上次講到話，佢地知道好多嘢，但係同一時間佢地嘅背景資料就記得唔夠細緻咁樣 ...

D：有影響啦，但我會正面啲睇嘅，我會覺得 **at least** 宜家有機會、假如記錯㗎嘞，佢地可以上網 **wiki** 搵得返，即係佢地如果知道自己嘅錯誤，咁仲容易 - 應該咁樣講，佢地仲容易知道自己嘅錯，你以前假設你可能唔知㗎嘛，咁你亦唔會有咁多途徑去搵，**which is** 係整體黎講，我覺得反而對學生學習有幫助嘅，更加 **authentic**

R：Okay，好。咁我地個 interview 就去到呢一度啦，唔該晒你

D：唔使

Appendix III –Dialogues with Carol (Excerpt)

1st Interview

R : Researcher

C : Carol

R : 好，好多謝你 err 接受我既訪問啦，咁我都循例上 err 問返少少關於 background information 嘅嘢嘅。咁本身你係讀邊一個 programme 呀？

C : 我係讀 BEd (Liberal Studies)

R : 係，係咪 final year student ?

C : 係

R : Okay，好。咁我想問下你呢，你 TP (Teaching Practicum) 都叫做幾個禮拜啦，咁你覺得呢次 TP 感覺係點樣樣呀？

C : 我覺得今次 TP 同我之前嘅 experience 好唔同囉，因為今年喺呢一間 Band 3 嘅學校，同埋學生全部都係 ethnic minorities 啦，大部分都係巴基斯坦嘅學生，咁佢地係性格呀或者學習方法上面，都同中國人係好唔同嘅，所以我覺得今次係比起之前係更加 challenging 啦，但係又係好 rewarding 嘅 experience 咁樣

[Episode 1: Characteristics of Students Nowadays]

R : 唔，可唔可以講下呢你教啲 ethnic minorities 嗰陣時候呢，點樣同其他本地嘅學生有分別呀？

C : 我覺得佢地平時上堂嘅時候如果你問一個問題呢，佢地會好 active 咁樣、個個都舉手答問題嘅，但係呢一種現象呢其實係本地嘅學校就比較少見囉，但係如果你俾佢地一份功課去做，咁可能你係 local 學校，你聽日即刻就可

以好快手改完，知道呢樣嘢係對考試重要嘅話，佢地會做得好快同埋好好，但係呢度呢就其實佢地有呢個概念要好好做功課既。你叫佢地寫呢，就會好似一件比較困難嘅嘢事囉；追功課都係比較辛苦既。

R：既係話佢地 **err** 即係覺得派一份功課佢地，咁佢地可能就未必好認真咁樣去做，即係話要花好多時間可能、使唔使同佢講解呀，定話本身追佢地功課都要追幾日先至會追到，係咪咁樣樣？

C：唔，係呀。追功課係一個好普遍嘅現象啦，咁我有另外一個同學都喺嗰度做 **TP** 嘅，咁我地兩個同時都面對呢個問題。有陣時俾咗一份功課，可能第一次追嘅時候全班得一個有做，之後你可能要隔一個星期呢先可以收返咁樣，同埋係佢地做到功課嘅質素上面呢，好多時候佢地講呢你好似覺得佢地明嘅，但係寫落去呢就係另外一回事囉

R：哦，即係話佢地可能表達上會講到一啲佢地嘅 **ideas**，但係要將呢啲 **ideas** 轉化做文字咁去表達，咁就有啲困難

C：唔，係呀係呀，係咁

R：好，咁我想問下你地、你本身喺 **TP** 時你教緊邊一個單元呀？

C：我係教 **Form 2** 同埋 **Form 4** 嘅。**Form 2** 呢就係講緊「**Hong Kong Today**」，講 **government structure**；**Form 4** 呢係、佢地呢間學校比較特別嘅，佢地係三個 **theme** 同時進行，咁喺我之前呢係有三個老師同時負責呢一班嘅。咁我接手之後呢，就係我自己一個教三個 **theme**，係「**Hong Kong Today**」啦，講緊 **hegemony** 同埋 **tutorial centre**、**stress**，仲有 **err** 仲有 **sustainable development** 如面我地講緊 **global warming**；之後仲有 **personal development**、呀，啱啱講咗 **stress** 啦應該係 **personal development** 入面嘅一個重點黎嘅，唔，係咁樣

[Episode 2: Revised Understanding of Teaching Liberal Studies]

R：Okay，不如我地講下其中一個 theme 啦，「Hong Kong Today」啦，咁頭先你講到話 Form 4 會教 err 即係、係咪個 property hegemony ...

C：係呀

R：咁你教嗰陣時候，可唔可以分享下個過程係點樣樣嘍？

C：哦，個過程呢就係我接手嘅時候，我之前個老師應該打咗啲底嘍，不過接手、因為一路中間隔開咗一個 global warming，再返返轉頭嘅時候，佢地好似變返完全冇讀過咁樣，已經連 hegemony 呢個字都唔記得嘍，所以開始呢，就 err 老師同我地、之前嘅 supervisor 同我地講咁樣呢班小朋友好重要一點係，同佢地自身有關係、係比較有 personal 嘅關係嘅時候，佢地先會有興趣。咁我地嘅 approach 呢，就可能俾佢地 err 一個 storybook 咁樣，介紹返啲伊斯蘭教嘅家庭嘅香港生活啦，咁佢地買嘅樓可能係李嘉誠嘅，咁佢地每一日嘅消費可能最後尾好大部份都去咗俾李嘉誠嘅 err 其實係李嘉誠賺緊，咁用呢啲、呢一種 approach 令到佢地知道其實 err 地產霸權係點樣嘅一種現象，之後再有一個比較 concrete 嘅去到比較 abstract，令到據佢地可以喺一個用 mind map 嘅方法去梳理一啲 causes 呀、consequences 呀咁樣。咁我自己就發覺呢，如果係講故事嘅 picture book 呢啲對佢地黎講就有興趣佢地都願意 err 參與，入黎

討論，但如果係 mind map、係一啲比較抽象嘅嘢呢，佢地就會有困難啲囉，需要多啲時間，可能你要講幾次、你要自己做完再俾佢地去試，咁可能先會比較有效，但係對佢地黎講係一個難點黎嘅

R：唔，頭先你講到啦，話開頭會類似一個由 concrete 去 abstract，咁開頭嗰陣時，你就用咗一個叫做 story、picture book ...

C：Picture book

R：係，picture book 啦，咁佢地見到啲 picture book 呢，佢地有啲咩反應，或者當你發覺最終帶出「呀，原來 Islamic family 係咁樣，其實佢地有好多消

費呀、好多嘢嘢呢，都係一啲、即係可能李嘉誠呀，以至其他集團嘢嘢去、即係有關嘢話，咁佢地有啲咩反應呀？

C：唔 ... 聽故事嘅時候就好有興趣，因為可能我係俾張圖啦，旁邊有少少字咁，有啲嘢可以俾佢地估，佢地係好興奮嘅，err 之後就出咗兩張圖係 statistics 黎嘅，係數據分析返其實 err 香港人嘅收入同個樓嘅價錢中間嘅比例點樣，其實差距都好大嘅，好似係 17 倍囉、係人工嘅 17 倍咁樣，但係去到呢個位呢就、佢地唔係咁吸引囉，吸收唔到圖表入面嘅一啲訊息咁樣；之後就、好似係呢度開始就有啲悶咁樣，但係雖然話係用咗一個家庭做一個例子啦，但係我覺得最好俾佢地、你問佢地係咪覺得你大部分嘅最好咩都係李嘉誠賺錢呢件事係咪、係咪有好大問題呢，佢地好似唔係好 get 到成件事情嘅嚴重性囉，我覺得

R：唔，okay，即係話因為佢地 err 即係會唔會係佢地日常生活體驗上面，譬如即係好難感受到呢一樣嘢 ...

C：係，我覺得係嘅，我覺得認同，就好似諗返我自己中學嘅時候，可能買嘢呀、買餸、買屋企需要嘢嘢都唔係我做嘅時候，我又唔賺錢，其實呢件事對我黎講都有少少距離。同理佢地都同我分享返話佢地屋企嘅情況係 err 爹地媽咪唔俾出街嘅，所以可能生活體驗上面都會爭少少囉

R：唔，咁 err 頭先你都講到啦，就係話可能你預計希望透過生活體驗去帶起佢地嗰個嘅學習興趣，但係如果同佢地閒談，你會發覺佢地嗰個體驗原來係比較獨特嘅，譬如可能係因為宗教嘅因素呀嗰類嘢嘢，咁 err 你有咩辦法可以令到佢地、類似有一個 basic 嘅 idea 然後再落比較 abstract 嘅 approach 呢？

C：唔，我覺得係 err 講到呢啲比較大嘅 concept 嘅時候，個前面比較 concrete 嘅位呢係一定要有嘅，但係 abstract 都好重要。我覺得無論你講幾多故事、故仔，最後尾都需要有一個總結嘅點嘅，咁我嘅經驗就係可能去到

一啲比較抽象嘅位嘅時候呢，老師要做多啲 **demonstration**，同埋可能將每一個 **task** 都分得細啲，咁每一個 **task** 呢你都要試一次俾佢地睇，之後再帶住佢地做一次，做完呢兩次再俾個機會佢地去做，咁每一個 **task** 如果都可以咁樣嘅話呢，佢地就會覺得安全啲、舒服啲、有啲嘢可以跟住去做咁，我諗個結果就會好好多囉

[Episode 3: Revised Understanding of Teaching Liberal Studies]

R：唔，咁喺呢一個過程入便呢，你覺得佢地對於地產霸權類似呢個概念呢，佢地認識有冇深咗呀？即係喺呢個過程入面，由開頭佢地覺得唔係咁似新嘅嘢，去到最尾可能去到一個 **mind map**，你覺得佢地會唔會覺得「咦，原來你個社會係咁樣㗎？」，或者係「哦，原來香港個社會宜家係出現咗咁嘅情況嗎！」咁，佢地有冇一啲咁嘅轉變呀？

C：Err 我覺得係 ... 唔咁講話係佢地對呢件事嘅認識深咗，因為我覺得始終呢個都係一個好難嘅 **concept**，但係我覺得佢地會係、個 **awareness** 上面會增加咗少少，可能佢地下次去、有機會出去同屋企人買嘢嘅時候見到一間超市，佢地會明白「噢，可能我今日買嘅好多嘢最後尾都係 **err** 邊個集團後面賺緊錢」，咁我諗可能宜家個階段淨係可以做到呢一樣嘢囉

R：唔，咁 **err** 你覺得喺呢個過程入便有冇令到你覺得少少氣餒、即係好似教唔到佢地想要嘅嘢？你自己嘅感覺係點樣樣？

C：Err 我覺得係會有嘅，會有少少。因為我第一次做 **mind map** 嘅時候呢，係我做咗一次再俾佢地做，咁我就覺得個效果係好好嘅；第二次我就放多啲手，俾佢地自己試，但係其實出唔到一個我好想要嘅結果，咁 **err** 我覺得喺呢個過程之中都會有少少失望嘅，不過我都係覺得不停調整緊自己嘅期望囉，咁我覺得係要、只要佢地每一次都可以擺返啲嘢返去、都學到一啲新嘅嘢或者至少意識到一樣嘢嘅存在佢地之前唔知嘅，咁我覺得就、係囉、自己都係滿意嘅

R：唔，可唔可以分享一次呢就係佢地、你覺得佢地真係上完堂之後係有所得著嘅一節堂呀或者一個小活動？

C：唔，我諗下 ... 我覺得係、如果係呢一種得著係咪一定要係知識上面㗎，定係如果關係上面嘅算唔算？

R：譬如講話、因為一堂入面唔係淨係 knowledge 咁嘛，可能有 skills 同 attitudes 上面，所以我會覺得 err 譬如話、至少從呢三方面啦，或者會唔會係 err 課堂以外佢會可能話俾你聽：哦，原來佢有咁樣嘅體會，只不過佢未必係課堂嘅時間入面話俾你聽呢？

C：我覺得係、譬如喺 hegemony 呢個議題嘅時候呢，我地曾經講過到點樣解決呢個問題，咁我地係有 individual level 同埋 government level 兩個方面黎講，咁喺講 individual level 嘅時候呢，我就播咗一段係龐一鳴點樣佢一個人去對抗地產霸權嘅一段片，咁 err 就講緊龐一鳴佢平時就會盡量唔用交通工具啦，係自己踩單車，之後食嘢呢一方面都係比較少去光顧一啲大集團嘅超市，咁佢會去選擇去街市呀呢啲地方買餸。除此以外，佢會 err 去努力減少自己生活中個 food waste 啦呢啲方面。咁睇完之後，其實佢地會知道做緊一個個人雖然好似好難對抗地產霸權，但係喺自己生活方式上面都可以有少少改變，咁呢個改變唔單只其實你係對抗地產霸權上面做出少少改變，但係同時你又係 err 對於呢個地球黎講都做咗一件好事，咁佢地、我都可以睇到佢地係個態度上面有轉變囉

R：唔，佢地即係從佢地嘅反應你會睇到其實從個人嘅層面去 err 即係對抗地產霸權其實都係可行嘅...

C：唔，係

R：咁你個同你自己去、當你去 plan 呢個 lesson 嗰陣時候嘅睇法係咪一致呢？呢自己點樣睇地產霸權呢一樣嘢呢？

C：我自己嘅態度，我呢就係、我覺得地產霸權其實 **err** 個基本嘅問題可能係政府係一開始政策制定上面出咗問題，令到一班人可以利用呢個機會喺土地上面賺到錢，而係政府呢個政策好似一個惡性循環咁樣令到呢一班人賺到越來越多錢，越來越大嘅權力，令到佢地可以左右政策嘅制定。咁我覺得、我係希望啲學生可以係清楚一件事發生嘅、宜家嘅現況、情況，但係同時都知道佢根本上嘅原因係點樣囉，咁我嘅態度就係希望佢地首先要了解呢件事嘅發生，而唔係就、就住 **err** 現有嘅佢啲可以見到嘅情況而做出一啲判斷囉

R：咁當時、即係當你去嘗試教呢課書嘅時候啦，你發覺佢地嘅生活體驗同你想像中有出入嗰陣時候，你有啲咩感受？當譬如話 **err** 你嘗試去、幫佢地用 **picture book** 去 **visualize** 一個 **Islamic family** 喺香港生活嗰陣時嘅情況，然後發覺原來佢地係平時冇乜點出街嘞，或者係唔了解平時嘅日常生活嘅話，咁嗰陣時你有咩感覺？

C：**Err** 我覺得係 **err** 兩方面囉，我覺得一方面就係上堂個內容可能再要簡化啲，有啲嘢可能我地好希望係做到一個思想上嘅對撞係可以大家討論嘅，但係如果連個情況都唔了解嘅話，其實係做唔到呢個討論，咁我會覺得要降低上堂內容嘅難度，俾佢地打好基礎先，之後係 **skill** 方面呢，我就覺得係 **err** 因為佢地生活能力、生活經歷上面比較缺乏啦，咁但係我地作為老師係有可能教到佢地每一樣嘢嘅，所以係佢地諗嘢嘅方法上面就更加重要囉。如果你知道呢件事係點樣發生嘅，咁下次你見到一個類似嘅情況嘅時候，就可以用返同一種方法去諗嘢，我覺得呢個對佢地嘅幫助會大過我地 **err** 我地老師 **prep** 好晒全部嘢俾佢地囉

R：即係你意思、即係話 **err** 我地雖然 **prep** 咗好多嘢，但係我地未必可以將所有嘢都講得晒俾學生聽、佢地明得晒，反而可能著重嘅就係佢地諗嘢嘅方法、方式，就係當佢地係生活上可能遇到相近、類似嘅事情，咁就用返咁樣嘅方式去分析下，或者去嘗試了解多啲

C：係，唔

[Episode 4: Aspirations for Education]

R：哦，咁樣。呢個同頭先你講到啦，就話開頭係有啲 **err** 掙扎啦咁樣，後來點樣變得好 **rewarding** 呢？

C：唔，個 **rewarding** 唔一定同 **challenge** 同時存在嘅我覺得，因為佢地知道得好少，所以你補充、你俾到佢地少少嘅時候，你就可以睇到佢嘅轉變，咁你個就係點解我覺得佢係好 **rewarding**，因為我之前去嘅學校係好好嘅，咁所以上堂嘅時候啲學生會好乖，咁你俾一樣嘢，佢地可能會冇反應，但係喺呢間學校呢係你問問題嘅時候，好多人會俾 **feedback** 你，但係好多時候係錯嘅，咁當你係經過咗一堂，你可以見到佢地有啲嘢係答啱咗，有啲問題答啱咗嘅時候，就係、都會令到我自己有成就感囉

R：唔，okay。咁 **err** 你覺得喺呢個 **err** 呢次嘅 **TP** 入面啦，佢、你覺得佢對你日後職業嘅選擇、即係日後會唔會做老師有冇影響呀？

C：唔 ...

R：或者再問得簡單啲呀，你覺得、你將來會唔會傾向選擇教師作為你嘅職業呢？

C：短期唔會，但係我覺得長期黎講，我會想做返一啲同教育有關嘅嘢，但係未必喺學校，因為我自己覺得喺學校呢個制度下面其實限制咗，所以我覺得、同埋我覺得教育呢樣嘢係唔一定要喺學校呢個 **setting** 下面先可以發生，所以就算我想做同教育相關嘅嘢，可能都未必會考慮學校咁樣

R：未必考慮學校，好。唔，咁短期啦未必會選擇，咁你 **err** 大概會選、進入邊個行業呢，你自己有冇諗過呢？

C：Err 學業上我覺得係 ... 我其實對於學業黎講未有一個選定嘅方向嘅，不過有兩樣嘢我覺得對我黎講係重要嘅，一個就係我希望係可以同人溝通嘅，另外一樣嘅就係我可以係充滿著變化嘅（工作），可以係一啲比較

project-based 嘅嘢，咁我可以喺一個階段接、每一個階段接觸到唔同嘅嘢，咁我覺得係有、不停有 challenges 嘅情況下自己會做得更加好囉

R：唔，okay，咁即係相比之下，你覺得個 TP、呢幾次嘅 TP experience 入便係咪對你將來嘅就業取向、你覺得嗰個影響大唔大呢其實？

C：Err 我覺得係啱啱開始嘅時候可能係 err 覺得老師係一個 option 嘅，但係做完 TP 之後其實係覺得唔想做老師嘅。不過，我覺得係原因只不過係自己覺得想去、自己都未完全 qualify，唔夠 convincing，我都好、都係希望自己可以再多啲唔同方面嘅經驗，唔單只係教書方面嘅經驗，再返返轉頭黎做返教育呢一行囉

R：Okay，唔，明白。好，咁我地今日就去到呢度啦

C：好

R：好，唔該晒你

2nd Interview

R：Researcher

C：Carol

R：Okay，咁好多謝你第二次接受我訪問啦。咁呢我就想問下啦關於你大學嗰個經歷嘅，去到 Year 4 啦，對比你 freshman 入黎嗰陣時候，你覺得有啲乜嘢轉變你係覺得深刻嘅呢？

C：你係指某邊方面嘅轉變呀？

[Episode 5: Portrait of Teacher]

R：例如對教育嘅睇法啦

C：對教育嘅睇法呀，我可能入黎之前會覺得教育就淨係喺課堂裏面發生嘅嘢，但係我覺得大學四年，我自己經歷咗嘅嘢同埋我學到嘅嘢呢，令到我知道，可能我好大程度上一個人嘅教育唔單止喺課堂入面，好多嘢係課外嘅經歷俾到佢個囉

R：唔，點樣感受到或者體驗到你喺課室以外都可以同教育有關嘅呢？

C：我覺得原因就係可能以前中學嘅時候呢，你全日大部分嘅事件都喺課堂入面，咁你吸收到嘅嘢呢其實同你上堂、返學、做功課、考試相關嘅，咁呢個先至叫做教育啦；咁不過黎到大學以後呢，除咗你做功課、上堂之外，你參加好多活動呀，喺呢個過程之中識到點樣同人相處，同埋學識到一啲、對你黎講你人生中重要嘅嘢係咩，同埋去發現你嘅興趣並且去為咗你嘅興趣去做一啲嘢，我覺得呢啲對我黎講都係好重要嘅教育囉

R：咁你大學裏面搵到啲咩興趣呢？可唔可以分享下？

C：我覺得其中一個興趣就係，我對好多嘢都有興趣，就係我覺得、即係比起以前中學啦，咁你全個世界都係班房入面嘅，咁黎到大學就會知道除咗上堂，咁有好多其他嘅活動存在，咁你可以唱歌啦、去跳舞啦，你可以做一啲同你 major 完全唔相關嘅嘢；咁除咗呢啲，你仲可以離開學校唔幫助其他人，咁我覺得呢啲對我黎講都係興趣之所在囉

R：唔，咁不如問下少少你中學嘅體驗啦，畢竟你來自中國內地，你喺呢幾次實習入面，嗰種課室嘅體驗同你喺中學嗰陣時課室嘅體驗有乜嘢差別呀？

C：喺課室入面 emm 我覺得最大分別可能喺學生度囉，我覺得學生嘅態度、因為可能我呢一班學生比較細啦，咁佢地可能都未知道讀書嘅重要性，咁同我嗰陣時就黎要考高考嗰種狀態係唔同個囉

R：即係話你讀中學嗰陣時候，你地大部分都意識到高考嘅重要性，咁所以就、譬如都會比較喺上堂嘅時候考試嚮向咩，定話係 ... 點樣體現出嗰種狀態呀？

C：我覺得係、首先係個環境形成，就係讀書考試好重要囉，咁除此之外，我覺得係大家都會對於大學呢樣嘢係有好多憧憬呀，有好多其他嘅說法嘅，所以會努力啲囉，唔單止係因為話係一個考試導向，而且對我黎講，藉住考試可以離開自己嘅家鄉去見識世界，都係我好重視嘅嘢黎囉

R：頭先你講到話會好想考好個試咁樣，咁亦對大學有啲憧憬啦，咁嗰陣時點解會對大學有個憧憬呢？你係點樣感受到入大學係一件好好嘅嘢黎嘅呢？

C：首先我覺得大學就係人生一個新嘅階段嘅開始啦，我一路以黎都係父母身邊成長，之後讀書嘅狀態又係、雖然都係比較開放地區嘅學校，一路以黎都係覺得考試要做得好，呢樣嘢其實都俾到唔少嘅壓力嘅，所以我嗰陣時係好想試下如果我離開屋企人，離開上海去第二度，咁生活係點樣呢？係囉，主要係呢個方面囉

R：唔，頭先你講到中學校氣氛都係比較開放嘅，可唔可以具體啲講下點樣為之比較開放嘅氣氛呢？

C：我覺得係學校嘅教育政策上同埋大家對於高考呢件事嘅態度上都係比較開放。首先我覺得教育政策上就係，我嗰間學校都唔係話係每一樣嘢都係為咗考試而做嘅，都唔係焗住去學生要讀書溫考試，因為比起一啲內地其他地區，可能佢地係一至日都要返學，每個星期放半日假，我地係每一日都好準時放學，之後星期六、日都係有完整嘅假期嘅。咁除此以外都有好多課外活動啦，同埋都會有一啲 **workshop** 係講點解決你嘅壓力呀呢一啲方面囉，所以我覺得其實都係 **err** 重視一個全人嘅發展嘅。咁另外對於開放嘅意思就係，可能因為係比較發達嘅城市，大家都知道除咗高考之外，其實有好多其他嘅路係入到大學嘅，咁所以大家個心情就會輕鬆啲囉

R：所謂其他嘅出路可以入到大學嘅意思係 ... 可唔可以舉下一啲例子？

C：譬如我自己啦。首先我就去咗讀副學士嘅，咁如果我其他同學呢，我地學校原本就同加拿大 UBC（英屬哥倫比亞大學）**partnership** 嘅 **programme** 嘅，咁嗰個 **programme** 係、其實係高考之前嘅，但係佢都要經過篩選，不過其

實都算係另外一條路黎嘅，唔需要經過高考都可以出國讀書。除咗嗰個 programme 呢，都可以自己出面報嗰啲「2+2」嘅 programme，就係兩年係內地某一間大學，另外兩年外國其他大學，或者再唔係呢可以考完高考，再去考 SAT 或者考 TOEFL，之後自己再出去報咁樣

R：咁你喺嗰兩年都讀咗副學士啦，最終入到 Liberal Studies 呢個 programme 啦，可唔可以講下點解你會揀呢個 programme 嘅？

C：首先其實一個好實際嘅考慮，就係覺得呢個 programme 睇返以前嘅 record 係比較易啲入嘅，但係當然呢個易啲入唔係唯一一個原因，我都有考慮過呢個 programme 會唔會啱我咁樣，我就係覺得自己都係想從事一啲係同人可以相處，同人打交道嘅專業嘅，咁我就覺得 Liberal Studies 佢係教育嘅一科啦，咁首先我係覺得可以教識我點樣去用學到嘅知識再影響其他人，咁我係鍾意呢個過程嘅、鍾意去影響其他人嘅。同時仲有另外兩個原因啦，一個就係我覺得 Liberal Studies 佢本身嘅科目嘅內容係比較闊嘅，我都係鍾意一啲唔同範疇嘅知識

R：即係好似頭先你講話對好多嘢都好有興趣咁樣？

C：咁就可以探索多啲。仲有另外嘅一個原因就係學校囉，我覺得一間好嘅學校係俾到一個平台我去體驗唔同嘅嘢囉

[Episode 6: Aspirations for Education]

R：咁你覺得呢幾次實習對你黎講有冇令你特別嘅體驗呢？因為你上次講話你畢咗業之後未必會選擇做中學教師，但係你都會希望長遠黎講從事教育有關嘅嘢

C：你係想問實習對我黎講有冇改變我做老師呢個睇法？

R：係呀

C：我覺得係有嘅，我覺得係作為一個老師，你喺一個學校嘅 system 入面其實有很多限制，同埋好似我自己啱啱咁講啦，我覺得黎到大學嘅體驗就係，教

育好多時唔係課堂入面，唔係書本上面嘅，同埋我覺得係好多唔同方面共同形成嘅一個因素，所以我就會覺得真係想為教育做啲嘢，你淨係成為一位老師係唔夠嘅

R：做老師會受到乜嘢限制呢？

C：首先我覺得教好多嘢會有一啲 **physical** 嘅限制，譬如你講香港政府啦，如果唔係學校嘅 **setting** 啦，可以離開個學校，去參觀下香港嘅政府，咁你可以真係接觸下。雖然你都會有機會同政府嘅官員傾偈，但係有個機會可以令到你去體驗、因為呢樣嘢本來唔係離你好遠，佢係香港政府，你生活喺香港，你係有機會真係走去個政府入面睇一睇。不過喺一個學校嘅 **system** 入面做到呢樣嘢。同埋除此以外，你需要將有一個比較明確嘅 **evaluation**，因為你唔可以淨係教，一定要 **evaluate** 學生、即係學生學咗啲咩，咁喺呢個情況下面就一定會出現考試，咁出現考試嘅時候，你又唔可以唔考慮學生對個結果嘅睇重程度，咁你除咗真係教佢地諗以外呢，你都要教佢地點樣考試，所以我就覺得其實都係一啲限制咁樣

[Episode 7: Recognizing the Hidden Voices]

R：你講到話宜家啲學生 **motivation** 比較低，就算老師 **input** 好多，佢地 **output** 都係有限，你會點樣處理呢個現象呢？

C：我覺得佢地 **output** 有限係有社會嘅因素喺入面，而從老師個 **level** 係做到啲嘢嘅，譬如可唔可以 **create** 到一啲 **opportunities** 去發掘學生其他方面。我覺得用考試成績作為唯一一個衡量學生嘅價值係唔啱嘞，譬如我嗰班學生好識唱歌跳舞啦，佢地好願意、好熱心去解決人地嘅問題啦，或者佢地對於好多事情好有同理心，好願意去幫助或者去了解人地。除此以外，佢地好鍾意做戲啦，好鍾意煮嘢啦，係囉

R：Okay，有冇啲例子可以講下譬如佢地係有解決問題嘅能力呢？

C：我覺得有一個例子就係、第一個例子係有個女仔係好識煮嘢食啦，好識整嘢，之後我地前幾日 **open day**，咁佢地 **open day** 前一日就同嗰個老師喺度準備緊，之後佢準備完呢，佢就拎咗佢自己整完嘅曲奇上黎俾我地食嘅，咁我覺得呢樣嘢係首先反映到佢有呢個能力去煮嘢食嘅 ...

R：即係佢擺上黎俾你地試食

C：係呀，俾我同其他 **staff** 一齊試食。另外一點就係我覺得佢係好有心囉，佢地真係會感激老師呢一樣嘢。同理，啊，上次我有冇同你講 **stress** 嗰一課？

R：好似冇

C：冇，啊，咁嗰陣時仲未上到。我之前有一堂係教 **stress** 嘅，咁我就入到班房，因為嗰日咁啱好少人返黎，得幾個，所以我就做咗一個好似 **counseling** 嘅一個咁樣嘅 **session**，咁我就扮到呢我係一個好 **depressed** 嘅人，就想佢地、睇下佢地解決我嘅問題啦。咁可能喺個技巧上面佢地唔係好專業嘅，佢地問出黎嘅問題可能係無助於解決我個問題，但係最後尾呢係開始分享好多自己嘅故仔，佢地會分享自己好多嘅問題，但係佢地分享自己問題嘅原因係希望令到我可以明白一個道理，就係唔係得你一個有呢個問題，大家都有面對住唔同嘅問題，你唔應該再去灰心呀，反而係要諗下點樣解決呢個問題囉，所以我覺得係、令到我覺得係好感動，同理我相信係人際上面佢地有更加高嘅能力或者處理情緒呀嗰啲，因為我記得以前有一個、唔知邊個人講，個能力係分八種㗎嘛，好似有、有啲係 **physical** 啦，有啲係 **intellectual**，有啲係 **emotional** 嘅，咁我相信可能係其他嘅 **category** 入面佢地係有能力囉

R：係咪只 **Liberal Studies** 入面提及到嘅 **generic skills**？入面好似有講到 **problem-solving skills**、**social skills** 等等

C：好似係

R：唔，即係話你透過呢啲事睇到學生另外一方面嘅能力

C：係

[Episode 8: Portrait of Teacher and Aspirations for Education]

R：上次 interview 你都講到啦，你將來未必做老師，咁但係會從事同教育有關嘅工作，咁你喺教育入面最大嘅成功感係黎自乜嘢呢？

C：滿足感呀？

R：係呀

C：我覺得有兩樣嘢。一樣嘢係黎自於我同學生嘅關係，另外一樣嘢係黎自於我見到佢地嘅成長、佢地嘅轉變。咁我自己嘅關係就係，我希望佢地係願意同我溝通，同埋願意將我、唔單止係一個老師，而係、我唔可以話做一個朋友，但係願意由我身上面去學嘢，唔單止係讀書呢個範疇，因為我覺得係可以將我睇作一個帶佢地去體驗一啲嘢，一齊分享，同時相信我都會喺佢地身上都會學到嘢

R：唔，即係話其實大家都會有一個互相學習 ...

C：唔，互相學習，係

R：咁你希望就係、所謂佢地肯同你溝通嘅意思係佢地會同你傾下偈呀，定話係喺課堂上佢地展現到其實佢對你教嘅嘢其實有興趣呢？

C：我覺得係佢地唔覺得我逼住佢地學習，而係覺得佢地係願意喺我身上面學習。除咗我教嘅嘢以外，亦都願意了解我作為一個人係點樣成長

R：Okay。咁你講到話希望見到學生成長嘅轉變啦，有冇一啲佢體嘅例子呀？

C：都會有嘍，譬如佢地今次 form test 啦，咁琴日改完卷，我就會覺得有幾個我啱啱黎到嘅時候係表現得好差嘅學生係有好大嘅進步，咁我唔可以話呢個係因為我啦，不過當我見到佢地有進步嘅時候，我都係會開心囉。同埋佢地嘅轉變都可以話係對一啲 topic 開始有興趣啦，譬如我教 China，我同佢地講，我來自於內地，咁就會對佢地、令到佢地對中國會比較有興趣嘅時候，我覺得呢個都係一個轉變囉，可能你原本都、你有興趣嘅情況下面都唔會想了解啦，但係你有興趣嘅時候，可能下一次有啲咩機會嘅時候，你都會聽多啲、知多少少，係囉

[Episode 9: Aspirations for Education]

R：你提及到喺教學入面得到嘅成功感，會唔會同你喺大學嘅體驗有關？或者咁問，你喺大學入面有冇遇到一啲好 inspire 你嘅人呢？

C：有，我遇到一個朋友係、佢好醒，但係佢好懶，成日唔返學，佢可能會 miss 咗 80% 嘅堂，咁首先呢個已經唔係 fit in 一個好大學生嘅標準，但係同時呢佢自己會做好多 organizations 去幫需要幫助嘅人，譬如佢會做一個組織去幫啲中學生，提高佢地英文 presentation 嘅 skills 啦，或者會有另外一個組織係幫唔係 business background 嘅人點樣係更加了解呢個市場或者係了解呢個 business world 嘅運作咁樣，咁就令到我發覺其實佢呢個大學入面佢可以達成嘅嘢唔係一個 first honor，而係做咗咁多嘢，佢可以幫到咁多人，同埋喺呢個過程中間佢自己都搵到自己價值所在囉

R：而佢嘅價值就係可以做到一啲嘢去幫人

C：係

R：所以佢某程度上啓發到你，覺得其實如果真係要幫到一啲學生，你覺得做老師呢個位未比可以真正幫到佢地

C：係，同埋我覺得好多嘢唔係一定要 frontline 去做先至係最有效，而可能係你退返兩步，睇到一個大局，之後再做啲嘢反而更加有效

R：唔，明解。仲有冇其他人？

C：唔，仲有老師囉

R：有啲咩老師對你黎講係個影響會比較大？

C：我覺得唔係好 specific 一個大學老師啦，但係我覺得我地遇到嘅 professors 整體黎講，俾我一個感覺係做嘢嘅時候個心係好重要囉

R：唔

C：同埋個心係唔係為咗、我覺得個心、佢地自己嘅價值唔係賺到 **physically** 有幾多錢，唔係個數字，而係個 **value** 存在於佢地可以影響到幾多個人，改變到幾多個人囉

R：唔，okay。你覺得佢地改變到你啲乜嘢呢？

C：改變到我諗嘢都唔會好功利，俾起其他可能讀專業嘅朋友，佢地會覺得要做一份好光鮮嘅工，要賺到好多錢，要入到一間好大嘅公司先至叫成功，咁對我黎講，可能我會好重視同人嘅關係，我覺得我可以做一個好真誠嘅人，同埋我做嘅嘢係咪咪創造緊一種價值囉，而係呢一種價值唔單止係錢同埋所謂榮譽

R：唔，明白，okay，咁呢就要問嘅都問晒嘞，所以就好多謝你嘅事件

C：唔使客氣

Appendix IV – Dialogues with Olivia (Excerpt)

1st Interview

R : Researcher

O : Olivia

R : 好，咁首先好多謝你接受我訪問啦，我想問一問關於你最近 TP 嘅情況

O : 我覺得今次 TP 係一個新嘗試，因為今次佢地好注重 student-centred 同 learning-based 因為啲學生如果聽你講嘢聽超過 10 分鐘呢，佢地就會唔聽㗎喇，然後會開始做一啲 destructive 嘅行為啦，例如傾偈呀、掙紙呀等等，所以喺好多方面呢都要諗下點樣處理同教學嘞

[Episode 1: Revised Understanding of Teaching Liberal Studies]

R : 唔，噏，對你黎講係新嘗試啦，咁你喺呢個過程入面會唔會遇到好多挑戰呢？

O : 因為我自己舊年 TP 就開始轉去呢個模式㗎喇，因為我第一次 TP 係完全傳統方法啦，即係齋講然後啲學生就咁坐喺度聽，可能加少少問題、少少 group discussion，跟住第二年 TP 呢就已經開始多啲活動同埋多啲問答呀、interaction 嘅；跟住到今次呢就完全轉晒去要去不停咁 interact，咁所以呢其實又唔會特別大挑戰，但係只不過慢慢轉變、越來越大程度嘅 student-centred learning

R : 噏，咁個轉變都幾大嘞，可唔可以講下第一次 TP 個陣時嘅經歷？

O : 我用呢個方法呢、首先係我自己未太認識同熟習其他方法所以呢我就會用返我以前中學嗰一套我點樣學呢，我就點樣教，咁同埋呢嗰度嘅上堂形式主要都係咁啦，所以我算係礙於知識同技巧所限呢咁就選擇咗呢一個方法，然

後呢個度嘅學生又有乜點樣反咁，佢地又真係又受啱，咁所以呢就一路咁樣
work 落去嘞

R：Okay，頭先你講到啦今年 TP 嘅學生得 5 至 10 分鐘專注力啦，咁同第一年 TP 相比，當時嘅學生有冇覺得悶呀？

O：嗰陣時啲學生好乖、好靜，就算真係覺得悶，都只係呆坐、畫公仔呀，就唔會傾偈呀，擾亂上堂秩序咁，咁但係今年我講嘢超過 5 分鐘之後就開始遊魂啦，10 分鐘呢就已經會掙紙、掙書包呀、大聲傾偈呀或者直情出埋位傾偈呀咁樣，所以呢係學生嘅 characteristics 有分別囉，因為我有少少覺得成間學校太就啲學生而令到所有老師都有共識話「唉，唔可以講嘢超過 5 至 10 分鐘嘍，佢地係咁嘍嘍」咁，咁就變咗係老師就學生就到佢地係慣咗係 attention span 唔太耐囉

R：你覺得呢個係咪一個好嘅現象呢？即係如果學你話齋、就學生嘅特性然後就將佢地嘅教法有所調整

O：我覺得就嘅話呢就要睇你就到乜嘢程度

R：唔

O：咁譬如話宜家間學校呢就係我覺得連一啲好簡單嘅 task 其實就咁三言兩語我就咁講咗、學生聽咗呢就已經可以學到嘅嘢呢，都要變做 activity 。我有去睇其他 mentor 老師嘅堂啦，佢嘅形式主要都係咁樣，咁所以我都跟住咁樣嘍

R：咁假設你將來出黎教嘅話，你會傾向用邊一種方法呢？

O：我會擺一個中間囉

R：點樣為之一個中間呢？可唔可以具體講解下？

O：首先要睇返學生嘅特性啦，如果我第日出黎真係遇到呢一班學生嘅話，咁就可能要用呢一種方法嘍，但係如果我第日出黎，我諗大部分學生都係偏向我之前嗰兩年嘅學生咁樣嘅，咁呢我就、因為之前班學生一聽到有少少 activity 就已經好 motivated 去學嘢，就會覺得「嘩，有新嘢」同埋會覺得上堂會有

趣，咁所以我就可以將今次 TP 學到嘅 experiential learning，等佢地體驗一啲 concept 啦，咁樣就可以將一啲難明嘅嘢先至用一啲 activity 黎包裝；而其他我覺得真係將一次應該佢地就咁聽咗就識呢，就會用返原來嘅方法

[Episode 2: Characteristics of Students Nowadays]

R：咁你嘅 TP 入面有冇用到一啲爭議性嘅社會議題去教？

O：其實就有乜，因為我 Form 5 教「Public Health」、Form 3 係教「Personal Development」嘅「Drug Abuse」、Form 2 教「Hong Kong and China Studies」，係啲幾 factual-based 嘅嘢。加上班學生唔係幾關心社會上發生嘅乜嘢，之前教嘅學生會留意時事，但係佢地好 exam-oriented，要知道考試會點出呀，點樣嘅考試嘅時候 apply 返個 case 落去答問題；今年啲學生對啲爭議性嘅議題冇乜興趣，又唔係幾理成績，反而佢地嘅求知慾係擺咗喺真係某一啲事上面而唔係 focus on 考試嘅，咁所以佢地會對一啲 non-academic 嘅嘢好好奇，佢。例如 Form 3 嗰個人問緊 drug abuse，佢地就會問、佢地問嘅嘢可能會覺得有啲白癡，但係呢佢地又真係真心好想知道，例如：「邊隻 drug 最勁呀？邊隻最 tasty 呀？」然後問：「咁點解食呢個 drug 唔食嗰隻 drug 呀？」佢地真係純粹好奇想知道，同理佢地都會講自己嘅諗法啦，一有嘢唔明就會直接喺個位都大嗌出黎，好 spontaneous、不斷可能你講完一句又已經有另一個人即刻答咗你，所以呢其實討論氣氛呢喺呢一間學校好啲嘅，只不過啱啱我地討論嘅事唔係社會上有爭議嘅事啫。所以我估如果真係討論一啲有爭議性嘅議題時，佢地嘅反應就應該更加熱烈，但佢地 lack 嘅呢就係 background knowledge，因為佢地一睇到新聞就會不停咁亂咁噏

R：你所講嘅缺乏 background knowledge 就係佢地冇深入理解 ...

O：係，冇深入咁理解成件事嘅來龍去脈，但係佢地應該係願意討論多啲嘅

R：咁你點樣去處理呢一樣嘢呢，見到佢地其實有討論嘅氣氛？

O：譬如好似 **drug abuse** 啦，好彩我有做定功課，佢地嘅毒性邊個毒啲、**err** 點解青少年又食嗰隻。咁我就用問題主導嘅方式去教啦、我覺得呢個 **approach** 幾好嘅，譬如會問返佢：「咁青少年同大人有咩分別呀？」咁佢地答：「青少年冇錢，大人冇錢」；「咁點解佢地會食 **ketamine** 唔食 **heroin**？」佢地就答：「**Ketamine** 平啲」；然後問佢地：「你估下邊個毒啲？」跟住佢地有啲人好似已經好熟咁樣呢，就講：「**Heroin** 毒啲」；咁跟住再追問：「咁點解大人會追求毒啲？青少年又唔追求呀？」跟住佢地又會話：「可能佢地毒癮又深啲」咁咁樣 **interact** 法囉

2nd Interview

R：Researcher

O：Olivia

R：好，咁不如講返呢次 **TP** 嘅體驗啦？自從第一次 **interview** 之後啦，後期教書覺得點呀？

[Episode 3: Characteristics of Students Nowadays]

O：覺得有少少壓力嘅，但係都了解多啲學生，有好多方面都學識咗點樣應對，同埋都越來越 **enjoy** 同學生相處

R：想問係你了解咗學生變啲方面呀？

O：了解咗佢地嘅言語方面，原來佢地嘅 **culture** 慣咗某一種說話模式；行為方面，了解咗佢地習慣咗一啲行為，譬如交功課嘅習慣方面呀，都了解多啲

R：可唔可以講下啲例子，譬如話你點樣習慣一種語言呀、一種行為呀咁樣？

O：言語呢，幾係例如佢地會好直接、**straightforward** 講自己想講嘅句，同埋好踴躍表達佢地嘅特性，咁所以之後嘅課堂就要安排多啲時間係同佢地吹水啦，

但其實呢、因為佢地好鍾意講嘢，就用佢地呢個特點打開嗰個課堂，開始一個 issue 之前就先傾下：「咦，咁你地係點嘍？」跟住佢地就會勁興奮咁喺度講嘢，然後佢地會好鍾意互相笑對方，就原來唔係惡意嘅，自己互相窒下，或者嗌一個人名出黎 ...

R：即係互寸下咁樣？

O：係嘞，就知道佢地嘅 culture 係咁。咁行為方面呢，就係好鍾意喺度郁呀、行黎行去呀或者一嗌咗佢就會直接企起身自己行埋出黎、我都未叫佢個名佢就已經行出黎，咁我就話：「做咩呀？」個啲，跟住然後佢地都相對比較坐唔定嘅。然後交功課方面呢，就係初頭啲、要收功課嘅時候呢，會好利用你嘅同情心，會不斷求你，話：「唔記得帶呀，聽日先俾你。」跟住到聽日去搵佢呢，佢就：「啊，又唔記得咗。」初初呢我就以為真係唔記得帶或者以為佢真係、因為呢佢地啲聲呢就：「呀，sorry Miss，please！」跟住呢我就成日心軟晒，跟住呢，佢地就利用咗我心軟同理信任呢，或者佢地或者有啲人呢，唔係咁嘅聲氣嘅話就掉返轉，就話已經交咗功課，跟住我就諗：「咦，佢係咪交咗功課呢？」

R：即係佢地會俟住你唔為意，搏大霧咁話交咗咁樣？

O：係嘞，原來呢、之後就發覺原來佢地個個都同我講大話，或擺咗落個 pigeon hole（功課收集箱）度，然後佢仲話：「係你嘅問題喇，係你整唔見我份功課。」跟住之後就發現原來呢度嘅學生原來係唔可以同情、唔可以心軟同理唔可以手軟嘅，喺交功課方面

[Episode 4: Portrait of Teacher]

R：咁呢幾樣嘢點樣影響到你管教佢地學生嘅方法呀？

O：其實我之後發覺佢係係咪都會求情嘅，但原來佢地求情真係求咗成功就會當 bonus，唔成功嘅話呢，其實佢地都知道自己係唔啱嘅，佢亦都唔會嬲嘅

- R：即係佢地叫做、即係佢地係嘗試去走下盞，走到呢就最好，但係走唔到盞都算啦，變咗係佢地好自然會做嘅習慣
- O：係呀，其實佢地喺 TP 最後都俾咗啲 feedback 我，話我喺收功課方面可以再 strict 啲，唔好成日心軟
- R：哦，佢地掉返轉頭提你
- O：係呀，其實之前嗰兩次 TP 都有學生寫 feedback 話我唔夠嚴，話可以鬧下佢地呀，罰下佢地呀
- R：呢個會唔會係你嘅 style ？即係傾向係期望佢係會自動自覺交呀咁樣？
- O：都可以咁講。因為我自己希望喺學生前面係 present 到自己係有商有量嘅自己，同埋覺得唔係咁 strict ，比較 flexible 。如果你真係有啲咩事，又或者真係唔記得帶，咁我又覺得你聽日交返黎。咁初初我就係以為真係 ... 其實我係想 base on 信任，我覺得係我首先我信任咗啲學生，然後我就會覺得佢地都會、唔會咁踐踏我嘅信任。咁後黎我就發現佢地原來會踐踏，所以咁就覺得唔可以心軟
- R：Okay，咁呢個會唔會影響你將來教書想呈現俾學生嘅形象？
- O：我諗自己由一個新學年接手教一班嘅話，我一開頭一定要喺無論 behaviour 方面同埋收功課方面，或者上堂帶唔帶齊書呢啲嘢，一定要好 strict 囉，即係個 mentor 有同我講，你寧願一開始收緊，之後再放返鬆都好過一開頭就已經冇咁緊，所以我就有諗過。同埋我會留係學校本身有乜嘢制度幫我收功課，因為我今次實習都係好後期先知道個 learning support （功課輔導班）係真係可以當罰留堂咁用嘅。所以如果我接手嘅話，我會一開頭講清楚呢份功課係幾多號，然後到嗰陣就真係收；收唔到就留意下咁學生係真正做咗冇帶定濫用同情心囉

[Episode 5: Deliberation: Questioning Skills]

R：咁呢個都會係學生差異嘅一部分啦，你覺得老師嘅角色係喺設計課程吖，定話喺教法呀其他方面呀？

O：我覺得 **instruction** 方面呢，就用返呢個 **simulation**，其實呢我覺得「差班」（指能力稍遜的班別）呢係可以再「話公仔畫出腸」咁樣話：「噏，無論你做唔做嘢呢，都會有一粒嘍」咁樣 ...

R：即直情話有兩個選擇，因為佢地好乖 ...

O：佢地一聽到話畫船就會不假思索去畫，唔會諗背後嘅目的；但係「叻班」（指能力較強的班別）呢就唔使「畫公仔畫出腸」就知道個目的，咁所以教「差班」就要講得白啲去達致我想要嘅效果；舊年 **TP** 嘅時候嗰 **mentor** 教我如果班學生冇反應嘅時候就要不斷咁用 **questioning** 去 **stimulate** 佢地思考，用 **experience** 黎刺激佢地諗嘢，再用遊戲嗰套 **logic apply** 落 **Liberal Studies** 嘅 **logic** 度

R：唔，即係所謂用 **questioning** 嘅意思就係 ...

O：即係我唔直接俾個答案你，但係呢就會用一個問題呢去問，問到最後得出我最想佢地明白嘅答案囉

R：哦，即係一路追問，令到佢成個 **logic** 出返黎

O：係嘞

R：呢樣嘢係 **mentor** 教你嘅？

O：舊年 **mentor** 教，然後我再 **apply** 返

R：聽你咁講，**questioning skills** 好似係一個幾重要嘅教學方式黎啲

O：係

[Episode 6: Portrait of Teacher]

R：見到你好著重點樣令到學生參與，從嗰個過程入面學嘢，咁呢個用 **games**、**activities** 嘅手法係你本身好鍾意用吖，定係呢間學校固有嘅教法黎啲？

O：兩個都係。我本身喺大學有「上莊」（指於學會中擔任幹事）啦，咁成日要諗啲 games 喺 orientation day 度同啲 freshman 玩，所以 set game 上比較有心得，跟住自己讀 Education 啦，覺得遊戲可以係一種教學方法，有啲真係可以幫到學生；加上今次 TP 啲學生好活潑好動，咁細路仔就梗係鍾意玩啦，所以將通識啲概念融入教學遊戲入面，咁佢地就會因為個遊戲玩過而記得啲 concepts，起碼玩嘅過程佢地真係 do something 啦，然後有機會俾佢地講嘢表達下，咁之後溫書會幫助大的囉

[Episode 7: Characteristics of Students Nowadays]

R：咁班學生要靠 activity 去保持 engaged 啦，咁如果去到某啲位真係除咗 direct teaching 之外，諗唔到其他 activity 去教，咁你會點樣應付？

O：咁有啲位係 direct teaching 嘅，即係譬如講 DSE 題目，咁我都要講條問題點拆解，個 structure 係點，咁講 5 分鐘係起碼嘍啦，然後先至拋個大方向俾學生去解釋，咁我覺得一定有啲位係一定會 direct teaching 。However 呢，都係冇人聽嘅 - 前啲兩排會好啲，但係後便啲就唔會聽囉

R：哦，咁有冇令到你覺得沮喪呀？

O：有呀

R：咁你點樣調整自己嘅心態呀？

O：開頭第一堂呢，佢地係好聽我講嘅，但係第 2、3 堂呢就開始走樣嘞，所以去到差唔多中後期，我都仲係試緊唔同嘅方法，知道試玩遊戲，玩遊戲之後呢就一堂聽，一堂唔聽，咁之後呢我已經放棄咗再諗點樣教。咁我就諗，之前係我點點點教，不如之後放俾佢地，等佢地 present 返佢地學咗啲乜嘢俾我啦，咁我最氣餒個位呢，就係我復活節假前呢一個禮拜呢，我就諗住之後一個 topic 呢係可以你地做 present，因為佢地有好多唔同國籍，可以用返佢地自己每個國籍嘅 festival 黎帶出返個 Public Health 個 understanding of public hygiene 咁樣，跟住呢我就打晒 guiding questions 啦，

打晒有咩 requirements 落張紙度啦，再上堂俾埋差唔多 20 分鐘時間佢地分組同加傾 ...

R：唔

O：係復活節假期之前。然後呢就 expect 佢地復活節假之後呢得返兩堂、即兩個 double，跟住我就諗住第一個 double 就用黎佢地全部 present 晒，第二個 double 就 wrap up 加 farewell，咁就完啦個 TP。點知呢，我最氣餒嘅位呢，就係放復活節假之後呢，我就再去提佢地話：「喂，你地記住 send 個 present PowerPoint 俾我。」點知成班話：「下？唔知喎，未分組。」跟住我話：「下，我上一個 single (lesson) 俾你地分組加傾個喎，你宜家話完全冇件事？」然後我再 show 埋嗰張紙，呢張紙我派過，跟住佢地話：「下，冇派過喎，都有見過！」嘩，我嗰下就覺得：「點解可以咁賴皮囉！」嗰下我最氣餒，咁我諗：「唉，你地受夠聽我講嘢咩嘛，咁我今次俾你 present、你地講。」連 mentor 都話佢地可以做 present 嘅，但呢到宜家、即係到放完復活節假先發覺佢地真係乜都冇做過呢 ...

R：即除咗嗰堂用黎分組同傾一陣之外，佢地乜嘢都冇做，直情有當一回事咁？

O：係嘞，佢地冇傾過。跟住我第二日再去呢，跟住佢地先至話：「其實我睇唔明你張紙入面講乜。」咁我話：「下，點解你之前唔問？而同埋尋日先至話冇見過張紙，你宜家先至改口話其實唔明我張紙嘢，咁即係擺明你尋日係講大話啦！」其實尋日佢地已經好明顯係講大話啦，因為張紙派過，係有解釋過，跟住呢、嗰次呢係好認真咁聽，省咗佢地一餐。返到屋企諗：「唉，究竟聽日有幾多 group 可以 present？」冇人 present 嘅話，淨返喺度嘅時間就係大家坐喺度，定係我要 prep 嘢，定係我有唔知 prep 幾耐嘅嘢，因為我真係唔知有幾多 group 可以 present。跟住所以呢 ...

R：結果 turn out 係 ...

O：有 1 group，全班有 5 group，有 1 group，而佢 present 嘅嘢呢，只係我 requirement 四樣嘢之中嘅頭兩項最容易嘅

R：哦

O：最尾真係關 Public Health 事、關 Liberal Studies 事嘅嘢，佢係有 present 到，解釋咗個 festival 就完。跟住我嗰陣係真係完全、點講呢、總之我嗰陣真係幾灰，咁但係因為我前一日呢，我就 WhatsApp 我個 mentor 問你覺得其實有幾多個人 present，跟住佢呢就同佢地（mentor 與學生）個 group 就 WhatsApp 佢地、提佢地，同埋問真係有邊個預備咗，所以我大約心裏有個譜，其實我就要 take up 返個 double 黎教，所以最後呢，嗰啲 group present 完，跟住淨返嘅時間變返我教囉，然後呢，嗰啲 present 就持續到啱啱 TP 完嗰個禮拜先至 present 晒囉

R：哦

O：所以我嗰陣真係勁頹囉，得一 group 係 present 到我想要嘅嘢囉，即係我個 present 係想講有咩 factors 影響到 understanding of public health，跟住呢，得一 group 唔係純粹介紹 festival，而係真係講到有咩 factors 囉

R：哦

O：所以我完全係俾 comment 嗰度已經係放棄晒，你地班友 present 我就算嘞，所以嗰個就真係好 frustrating，因為我就係喺個一班度 try out 晒唔同嘅方法，我齋講、好 exam-oriented，我覺得好有用㗎，但係佢地唔聽；玩遊戲，咁嗰陣時就聽，wrap up 嗰陣時就瞓；咁我唔講，你地 present，又搞到咁，真係好似冇方法

R：唔，okay

[Episode 8: Revised Understanding of Teaching Liberal Studies]

R：咁不如講下你呢四年大學生涯入面嘅一啲體會啦？你覺得呢四年間，相比你 freshman 嗰陣時候，有冇乜嘢轉變呀？

O：你係指教學方面？

R：可能對教學呀或者呢作為想投身教育嘅決心、熱誠呀都得

O：我初頭呢覺得教書係好容易嘅，同埋就係覺得我讀中學嗰陣，老師都係行入去課室噏，噏噏噏完之後就落堂，咁我就覺得：「嘩，好易啫。」但係到、由第一年 TP 開始呢，我就發覺原來要儲到嗰啲功力，完全唔使睇書，一入去出口成文嘅呢，同埋仲要啲學生全部專心聽你講呢，係需要好多嘅功力先可以做到咁樣。咁所以我 freshman 嗰陣時候仲係處於中學嘅頭腦呢，就覺得：「教書好簡單啫，噏之嘛；然後啲學生唔乖就話下佢囉，話完佢又會聽。」因為我自己中學嗰啲老師一話就會即刻靜晒，唔會再嘈，所以到我第一年 TP 就發覺唔容易，因為你 TP 好少堂啦，跟住我就諗話：「咁少堂都要 prep 咁耐、咁多嘢。」咁我數啲真老師嘅堂 - 嘩，有廿幾堂，跟住我就諗：「我宜家一個禮拜 8 堂都咁辛苦，如果睇日真係廿幾堂，我咪大鑊？」跟住、所以我第一年 TP 嘅感受就係，原來教書係一啲都唔易，係嘞

[Episode 9: Revised Understanding of Teaching Liberal Studies]

O：跟住第二年呢，就開始接觸到一個新嘅方向，就係學習差異。咁呢個呢其實我覺得係、個最大嘅轉變呢，就係開始從一個學生嘅角度睇學習，之前呢係從老師嘅角度，就會覺得：「好易啫。」同埋我以前就真係好井底之蛙，淨係從自己嘅角度、自己嘅 experience 去睇教學，但係宜家從學生嘅角度呢，唔同嘅學生係需要唔同嘅方法去教，只不過可能我作為老師我就會睇到老師同咁多個學生嘅互動。去到第三年、即係今年呢，我仲有一個新嘅體會，就係 even 係課外關心學生都係一樣好重要嘅嘢，因為我宜家開始就會、我自己幾著緊同學生傾偈嘅，尤其是今年有比較多 non-local 嘅學生，我有咁清楚佢地上堂嗰陣時嘅思維啦，跟住我就會透過傾閒偈嘅方式呢了解下佢地嘅特性。同埋有一次呢，有個學生走黎問我：「Why you always pick on me？」跟住我就諗：「我係咪真係成日針對佢，然後話佢呢？其實個個學生都有曳，我係咪真係成日話佢呢？」咁我之後就諗，發覺其實都唔係咁，係、即個個都擺晒啲其他科嘅嘢出黎全部一齊做，之後我又嘗試叫返佢答問題，然後佢

答到，就話下佢、讚下佢。跟住呢我又諗下點解佢對我嘅成見咁多呢，跟住我又諗返其實我自己中學嗰陣呢，老師其實除咗教學呢，都有令一啲工作，就係傾返究竟你學習態度呀，你待人接物方面呀，我就問返：咦，原來我以前個老師都有做呢一啲嘅，我又視之為理所當然，宜家就發覺作為一個老師，除咗兼顧教學，仲要照顧埋學生嘅 **personal development** 呢係、其實係老師其中一個責任

R：即你意思係會喺課外嘅時間去同佢地傾下偈，會問佢地覺得 Miss 教成點？

O：唔係真係咁嘅，但係因為啲學生呢係有咩就直接講，所以例如我嗰堂話完佢就直接彈一句：「**Why you always pick on me?**」咁樣，即係佢唔會擺喺個心入面，佢即刻講出黎，所以咪即刻知原來你覺得我針對你

R：哦，呢個就令到你去反思其實我係咪真正針對緊佢

O：係嘞

R：而你發覺其實反思完都有乜針對佢，可能係佢主觀咁諗？

O：我係初頭諗：我又覺得冇咩，你同你隔離位兩個人都嘈，佢兩個人都喺度睇課外書，咁我咪叫佢地兩個一齊收埋囉。咁但係你隔離嗰個呢收埋咗之後呢就唔再拎出黎專心上堂，咁我咪冇再鬧佢囉；你收埋咗之後你又拎第二次、第三次出黎睇，咁我咪話你囉，我覺得我公正啲，因為你再做咩嘛。跟住我之後呢，再上佢堂嗰陣呢，我又去話佢地兩個做咩唔收埋啲書，跟住佢又再咁講：「**Why you always pick on me?**」跟住我就察覺到其他學生都有偷偷睇書，佢地好興咁樣做，跟住我就開始諗：佢地同一樣嘅行為，但係我好似冇話佢地，所以我嗰陣就明白點解個學生成日講佢 **pick on me**，之後我就話埋其他偷偷睇書嘅學生，即係有少少俾佢睇我係一視同仁，唔係淨係因為你做呢個行為先鬧你，其他人做我一樣鬧，跟住佢之後就有再講話我針對佢嘞，我估佢應該 **gur**（指順氣）咗

R：Okay，好，咁差唔多嘞，好多謝你嘅時間，唔該晒

Appendix V – Consent Form for Participants

THE UNIVERSITY OF HONG KONG

Faculty of Education

Professional Identity of Pre-service Liberal Studies Teachers:
Tension and Negotiation amid Social Change

You are invited to participate in a research study conducted by Yan Kin Cheung Adrian, undergraduate student from the Faculty of Education at the University of Hong Kong.

PURPOSE OF THE STUDY

This study attempts to explore how pre-service Hong Kong Liberal Studies teachers cope with the challenges and difficulties in teaching the subject under the rapid-changing social atmosphere in the recent decade. Utilizing the concept of teachers' professional identity, this research aims to investigate how student-teachers, placed at the frontlines of Education, mediate the tension and negotiation amid the heightened social atmosphere in Hong Kong society.

PROCEDURES

You will be invited to participate in at least two sessions of individual interviews lasting for about 20 minutes each, in which I would like to learn about your beliefs towards education, your course of learning in undergraduate training and your personal experience in teaching New Senior Secondary Liberal Studies during the previous teaching practicum.. The interviews will be recorded in audio and I may take notes throughout the process.

CONFIDENTIALITY

All information obtained in this study will be used for research purpose only. To ensure confidentiality, I will use an assigned code to identify a subject. No school, individual or personal information will be identified in any of the publications and public dissemination activities. All of the obtained information will be securely stored in encrypted folder in my personal computer, and will be destroyed after the dissertation grade has been approved. You may review the audio-recording at any

time you wish, and I will erase the entire or parts of them upon your request. If you want to withdraw from the study, I will erase all the data collected from you.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary, which means that you can choose to stop at any time without negative consequences.

QUESTIONS AND CONCERNS

If you have any questions or concerns about the research, please feel free to me (tel. 69041616), or my supervisor, Dr. Ora Kwo (tel. 2859 2539). If you have questions about your rights as a research participant, contact the Human Research Ethics Committee for Non-Clinical Faculties, HKU (tel. 2241 5267).

SIGNATURE

I, _____ (Name of Participant),

understand the procedures described above and agree to participate in this study.

I ** wish / do not wish to be identified. (if the procedures will involve personal interviews)

(** Please delete as appropriate.)

Signature of Participant

Date

Date of Preparation: 29/01/2016