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The University of Hong Kong
Faculty of Education

"Textbooks" for Liberal Studies in Hong Kong: Teachers' and students' use and perceptions of their roles in learning and teaching

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A dissertation submitted in partial fulfillment of the requirements for the Bachelor of Education in Liberal Studies.

2016

DECLARATION

I hereby declare that this dissertation represents my own work and that it has not been previously submitted to this University or other institution in application for admission to a degree, diploma or other qualifications.

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ABSTRACT

Textbook plays an important role in teaching and learning. Unlike most subjects, none Liberal Studies "textbooks" had been reviewed by the Education Bureau (EDB) officially. LS teachers are encouraged to teach flexibly with alternative resources and not to rely solely on LS "textbooks" in its conventional sense. Limited research had been carried out to investigate the effectiveness and user's perception on LS "textbooks".

This research implements a narrative inquiry approach in the reference of autoethnography, exploring the usage and perception of LS "textbooks' of three parties – in-service teachers, students and student-teacher.

The findings of the research indicate that although LS "textbooks" are seen as auxiliaries by teachers, they still have significance in teaching and learning. Students in general are dissatisfied with LS "textbooks", and such discontent affects their performance in class thus learning capacity. The findings of the study also bring out difficulties faced by LS teachers such as the acquisition of pedagogical content knowledge and heavy workload from lesson preparation.

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CHAPTER 1 INTRODUCTION

1.1 Background of the study

In order to equip local students with knowledge and life skills that are essential in the 21st century and meet the challenges of our knowledge-based society, the New Senior Secondary (NSS) Curriculum was introduced in Hong Kong as part of the education reform (CDC, 2001) and was fully implemented since September 2009.

Introduced in 1992 as an Advanced Supplementary Level (ASL) elective course, Liberal Studies (LS) was reintroduced in 2009, and made as one of the compulsory subjects in the NSS Curriculum that "help students develop independent learning capabilities and cross-curricular thinking" (CDC, 2007, p.2), and thus preparing students as life-long learners with critical thinking skills. Comprised of six modules including Personal and Interpersonal Relationships; Hong Kong today; Modern China; Globalization; Public Health; Energy Technology and the Environment, it is hoped that local students can become responsible citizens who are aware of social and global issues.

Unlike the other three core subjects including Chinese Language, English Language and Mathematics, no Liberal Studies "textbook" had been reviewed by the Education Bureau (EDB) officially, since none of these 'textbooks' were included in the Recommended Textbook List (RTL) or being approved.

The Education Bureau has repeatedly emphasized that LS teachers' teaching should not be confined by using these LS "textbooks", but to utilize various resources for teaching, in order to meet with the nature of Liberal Studies where students' knowledge is acquired in an inter-disciplinary and cross-modular way (CDC, 2007). Controversies and public concern about whether LS "textbook" should be reviewed by the EDB had been raised recent years. Some suggested that the review of LS "textbooks" could facilitate teaching and learning, while the opposite worried such measure might lead to political censorship.

In the Senior Secondary Curriculum Guide published in 2009 (EDB), which was made up of a series of 12 booklets, LS was described as a subject "that require great variety of learning resources." A variety of curriculum learning and teaching materials were published by the EDB for teacher's reference. For instance, a web-based resources

platform for Liberal Studies was developed by the EDB and the Hong Kong Education City (HKedCity) which can be accessed at www.ls.hkedcity.net.

Also, a total of four booklets named "Liberal Studies Curriculum Resources Booklet Series" were published by the EDB in 2015. Together with the "Liberal Studies Curriculum and Assessment Resource Package" published in 2013 which illustrate the learning focuses of each module and examples of contemporary social issues, LS teachers are encouraged to teach flexibly with alternative resources and not to rely solely on LS "textbooks" in its conventional sense.

Because of its fairly new introduction and special nature of the subject, LS teachers are still experimenting with LS "textbooks". Some teachers tried to develop their own set or uniform school-based curriculum materials for students; some will use "textbook" together with self-prepared materials while some rely only on "textbook".

The word "textbooks" was quoted constantly in above paragraphs as well as in the research title, given that these LS "textbooks" have not been officially approved by the EDB. The quotation used is to highlight its unofficial status and differences between conventional textbooks that had been reviewed by the EDB. However, the word will not be quoted throughout this study except cases where emphasis is needed in the purpose to facilitate reading.

1.2 Motivation for the study

Having studied in the program for nearly four years, I had an impression that most of the Professional Core (Liberal Studies) courses in the program stressed and encouraged student-teachers to develop their own set of learning materials rather than using LS textbooks. Designing own teaching pack had always been a type of assignment in these Professional Core courses, where student-teachers were told to develop a teaching pack individually or in groups. Although my impression these LS "textbooks" is rather neutral, I as a student teacher had always try to prepare as much teaching materials as I can and avoid relying on them. Yet, teaching in real school context was another story.

As an unexperienced student-teacher who lacks sufficient teaching experience and curriculum knowledge, I found it overwhelming and time-consuming to prepare all teaching materials by myself, especially there were times I have to teach more than two modules at a time. Being a student who studied the old senior secondary school

curriculum, which LS was not made as a compulsory subject, had also made me inferior in LS teaching as I had no experience in learning the subject. My unfamiliarity with the LS curriculum makes me spend extra time for lesson preparation. While experience in-service teachers might appreciate such curricular freedom, novice pre-service teachers who lack subject knowledge and teaching experience might see it as a burden (Fry, 2007).

Such inferiority encouraged me to start using LS textbooks in lesson preparation and teaching at times. And as I start to teach with a mix of textbook and self-prepared lesson materials, I started wondering what is the reality like of using LS "textbooks" in the field. How do teachers and students in real school context perceive and use LS textbooks? Do LS teachers prepare lesson materials themselves as what EDB suggested, or do they simply rely on LS textbooks?   How does in-service teachers' thought on LS textbooks differ from mine? Do students use LS textbooks in their learning? Can LS textbook actually facilitate students to learn? I pondered over these questions and wanted to start an investigation in a real school context.

1.3 Aims of the study

This study aims to investigate real life experience of teachers and students in LS textbooks usage as well as their concern and perception of LS textbook. Strengths and weaknesses of using textbook will then be further examined. Through comparing their responses, differences and similarities of the three parties will be analyzed. Three research questions were set up for investigation:

1/ How do teachers, student-teacher and students perceive the usage and perception of liberal studies "textbooks" during teaching and learning?

2/ What are the differences and similarities in terms of the usage and perception of liberal studies "textbooks" among the three parties?

3/ What are the strengths and weaknesses of liberal studies "textbooks" regarding effective learning and teaching in Hong Kong context?

1.4 Significance of the study

The findings of the study will bring benefit to the education field considering Liberal Studies as a fairly new subject in Hong Kong which lacks sufficient research on the it's textbooks nor ways to facilitate teaching and learning. Findings of this study may also cast light on the contents and design of textbooks, or even textbook regulations when different parties including teachers and students and relevant stakeholders would be revisiting textbook issues on the subject of LS.

Finally, for the researcher this study will provide a platform for critical reflection of current belief on LS textbook after receiving views from different parties, and thus new understanding on ways that lead to effective LS teaching and learning.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

In this chapter, presenting literature related to the role and application of textbook are discussed. In general, relevant literatures regarding the use of textbook on the New Senior Secondary (NSS) syllabus, especially Liberal Studies was scarce and incomprehensive due to its recent introduction.

2.2 Textbook research

Because of its significance role in teaching and learning, textbook has a long history in being one of the popular subjects of research in the educational field (Fan, 2013). Comparative textbook research focusing on social studies subjects had been carried out by the United Nations since 1920s (Nicholls, 2003). Yet, Wade (1993) argued that insufficient attention has been paid to social studies textbooks, criticizing them as biased and poorly written.

Gurung & Landrum (2012) classified textbook research into three major categories including the content of textbooks, the effectiveness and student use of pedagogical aids as well as instructor ratings and selections for texts (p. 144). Although there are plenty of researches regarding textbooks, Gurung & Landrum argued that few of them had investigated from the student perspective.

2.3 Role of textbook in teaching and learning

"Textbooks are the primary classroom resource teachers use, as they are commonly regarded as official sources of curriculum" (Jackson, 2015, p.43). Different roles of textbooks had been identified by educators and researcher. Applybee, Langer & Mullis (1987) described textbook as the primary source of information; O'Neil (1982) described it as supporting teaching instrument; Chambliss & Calfee (1998) described it as the source of facts and concepts of a subject.

2.4 Discrepancy on the perception of textbooks between teachers and students

Researchers had noticed the tendency of mismatch between teachers' and students perception on textbook (Savingnon, 1983) and Greenall (1984) name such contrasts among the partiers as "coursebook credibility gap". Noticing such discrepancy

between parties, it is noteworthy that both teacher and student perspective have to been take in to consideration in textbook research. A triangular relationship formed by teachers, students and the learning materials is crucial in textbook research (Maley, 1998).

2.5 Student-teachers and the use of textbook

It was found that the lack of teaching resources and unit planning is one of the common challenges faced by new teachers (Goodwin, 2012). Manuel (2003) explained such phenomenon by stating "The teaching profession is unique in its treatment of its new members in that, from day one on the job, the beginning teacher must assume all the roles and responsibilities of the experienced practitioner with no material or other allowances made for their newness" (p. 145).

As a novice who is inexperienced in the profession, new teachers and pre-service teachers experiment with the use of textbook during teaching and lesson preparation. Besides studies that focused on the ways in-service teacher apply textbook in teaching, established literature also indicated how pre-service teachers apply textbook. Pepin & Haggarty (2001) suggested that pre-service teachers use textbooks for different purposes, some of them are support their planning for teaching, determine the sequence of teaching and provide learning activities.

However, in terms of the degree of using textbook, different studies revealed that pre-service teachers apply textbook in their teaching in different level. Reynolds (1974) suggested that inadequate knowledge in the subjects is one of the reasons why teachers rely heavily on textbooks. In 1988, Ball and Feiman-Nemser (1988) conducted a research regarding how pre-service teachers were taught about textbooks in their pre-service training. They found that these participating student teachers in the research were taught that "good teachers don't follow textbooks". Yet, this longitudinal research had also found that most student teachers needed to rely on textbook in their teaching practice, as they lack concrete subject knowledge as well as pedagogical skills to rely on their self-prepared teaching materials. In contrast, Pepin & Haggarty (2001) had conducted a research on how pre-service teachers use textbook in Mathematics teaching. Research concluded that textbook was under-use by pre-service teachers.

2.6 An overview of application of textbook in Hong Kong

The reliance on textbooks in education has long been recognized especially in the Hong Kong context. Teaching in Hong Kong is textbook-based (Lee, 2005) so to prepare students for the examination-driven learning culture (Evans, 1997; Stimson, Morris, Fung & Carr, 2003).

A number of studies in Hong Kong have demonstrated and reflected the heavy reliance of textbooks by teachers in different subjects. It was found that local secondary English teachers take textbooks as their major sources of teaching materials and seldom develop school-based materials for their teaching. McGrath (2006) 's study discovered that most local secondary English teachers perceive textbook as important.

2.6.1 Application of Liberal Studies "textbooks" in Hong Kong

As mentioned above, since the subject had only been introduced for short period of time, limited research had be done on teachers' and student's usage of LS textbook in Hong Kong. There was only a study that discovered 92% of surveyed LS teachers did use LS textbook in schools (HKPTU, 2011).

Regarding students, there is no presenting data that shows students application of LS textbook. Publication from different educational association such as The Hong Kong Professional Teachers' Union, Hong Kong Liberal Studies Teacher's Association and universities had been search for. It is therefore of utmost important for us to focus on this research gap to study on the usage of LS textbook in Hong Kong.

2.6.2 Alternate Liberal Studies materials in Hong Kong

Besides Liberal Studies teaching and learning resources provided by the EDB for helping teachers produce school-based curriculum, there are other alternate LS teaching and learning materials available in the market. Unlike most LS textbooks which organize content knowledge according to modules, most of these resources discuss on current social issues and controversies, analyzing them through different perspectives in a cross-module way. It means that readers are exposed to more than one LS modules on one particular social issue. Key LS concepts and definitions that are related to the issue will be explained. Mock examinations questions and suggested answers might also appear in these resources.

In terms of printed media, there are now several newspapers that are running specific educational columns for Liberal Studies targeting secondary students, for instance MingPao (明報通識網), SingTao (S-file 通識大全), Hong Kong Economic Times(通 SIX x 越讀) and Hong Kong Economic Journal (信報通識). Limited sessions of these columns can be accessed freely on the internet, but readers need to pay for full access of the column and will receive subscription once or twice a week. As for reference books and exercise books, most of them are about LS examination skills, mock questions with suggested answers and summary of annual social issues. In terms of internet resources, Radio Television Hong Kong (RTHK) is running an online LS platform where teachers and students as access freely. Apple Daily is also making series of videos regarding LS related issues named "爽通識" for free access.

CHAPTER 3 RESEARCH METHODOLOGY

In this chapter, research approach and data collection method adopted in the research will be introduced and justified for its creditability. The research method selected aimed at addressing the following research questions:

1/ How do teachers, student-teacher and students perceive the usage and perception of liberal studies "textbooks" during teaching and learning?

2/ What are the differences and similarities in terms of the usage and perception of liberal studies "textbooks" among the three parties?

3/ What are the strengths and weaknesses of liberal studies "textbooks" regarding effective learning and teaching in Hong Kong context?

3.1 Research approach

This research was conducted in the reference of autoethnography approach which can be "associated with narrative inquiry and autobiography" (Maréchal, 2010, p. 43) and is also a form of qualitative research (Creswell, 2008).

Narrative approach is chosen for this educational research as it can provide chance for those unheard voice and stories in previous educational research (Creswell, 2008). In-depth interview will be used in narrative approach for data collection (Goodson & Sikes, 2001).

Hayano (1979) coined the term autoethnography, which is a type of research method that shows "people in the process of figuring out what to do, how to live, and the meaning of their struggles" (Bochner & Ellis, 2006, p. 111). Autoethnography helps achieve the aim of the study, which is to find out what do teachers and students do with textbook and what are their struggles. Also, the researcher's own lived experience in teaching will be studied and examined within a particular social contexts (Ellis, 2004), and in this case, Liberal Studies in the Hong Kong secondary school context. Researcher then may use other people's experiences to reflect on her own belief and experience (Ellis, 2004), and understand how social structure and culture are affecting the connection between self and others in the situation.

3.2 Research sample

Research sample were all collected in a local Christian subsidized co-education secondary school, which is also the Teaching Practicum (TP) School of the researcher.

There are total eight informants; three of them are in-service Liberal Studies teachers while five of them are students from Form 4. Since the researcher had been responsible for teaching LS in this class for more than 6 weeks before data collection, it is believed that the relationship built with students would facilitate data collection in the interviews. Considered five student participants have a very similar educational background, only background information of teacher participants was collected before the interview and was summarized into a table (See Appendix11).

3.3 Data collection

Face to face, individual interviews were carried out in Cantonese in April 2016. Each interview lasted for 10 to 30 minutes depending on informants. Since this study aimed to discover educational stories of informants, synchronous communication in face-to-face interview allows researcher to collect more spontaneous answers (Opdenakker, 2006). Gaining new insights and understanding of LS textbook was the primarily focus of the study. Face-to-face interview serves as a means to collect response with deeper meaning so to answer above research questions (Gillham, 2000).

Instead of looking for common concern, this study tried to find out individual difference in the perception and usage of LS textbooks. Individual interview was chosen as it can avoid informants' answers being influenced by the opinions expressed by others in the group, which sometimes happens in group interview where interview results may be biased by the presence of an opinionated informant (Bailey 1987).

All interviews were semi-structured and carried out with the aid of interview guide which is pre-designed for all the interviews (See Appendix 1 & 2). Written in both Chinese and English, the interview guide comprised questions of informants' usage and perception of LS textbook, teaching and learning patterns as well as challenges faced while handling the subject with the use of textbooks. Questions written in the interview guide for teacher participants and student participants are pretty much similar, except only teacher participants were asked about factors that affect the use of LS textbooks.

Such semi-structured interview approach provides framework for the researcher as well as interviewees in conducting interviews. The guide only acted as a tool to remind topics and areas for investigation but was not strictly followed.

Although the study will be written in English, all interviews were carried out in Cantonese. Considered Cantonese as the first language of all informants, conducting interviews in a second language might be disadvantageous to them, as language is important "in constructing as well as describing our social world" (Temple & Young, 2004, p. 5). In terms of interview venue, all interviews were carried out in school but informants were allowed to choose the interview venue themselves. It is believed that when participants are feeling safe and comfortable they feel more secure to express honest opinions (Bernard, 2011).

Audio recordings as well as notes were made during the interviews for transcription and analysis (See Appendix 3-10). Both methods were used because tape recording could increase the accuracy of transcription in the future, while taking notes would avoid malfunctioning of the tape recorder (Opdenakker, 2006).

As for data collection of researcher's- student-teacher - beliefs and practice of LS textbook, self-record of teaching materials preparation were made during the teaching practicum. Teaching materials prepared by the researcher served as evidence of her usage of LS textbooks. As the study was conducted in the reference of autoethnography approach, researcher's significant memories of lesson preparation and teaching experiences that were related to LS "textbooks" were also examined.

3.4 Data analysis

Audio-recordings and notes taken were transcribed into Chinese after data collection and then analyzed in a qualitative manner. Useful data were simplified and selected from the pool of data so that they can be understood in the context of the three research questions (Krathwohl, 1998). Thematic analysis was carried out, meaning data collected were reviewed and identified for themes or patterns that were able to help answer the research questions (Silverman, 2005). Data were grouped into thematic groups so that the meaning of responses can be analyzed.

3.5 Generalizability of research

Since the total number of participants is considered small in the study, the results achieved cannot be used to generalize to a broader population. However, since the study focuses on new insights and understanding on the perception and usage of LS textbook of teachers and students rather than a generalization of the social context, small research population allows the research to have a deeper understanding of informant's personal experience, and thus provide a platform for researcher's critical reflection of current belief on LS textbook after receiving views from different parties.

CHAPTER 4 RESULTS & DISCUSSION

4.1 Introduction

This session presents the results of the study. Summary of usage and perception of LS "textbooks" from the three parties including teachers, students and student-teachers will be reported in the first three sections; while the forth section presents the similarities and differences between the parties. Finally, strengths and weaknesses of LS "textbooks" will be discussed in the last session.

4.2 Teachers

Three in-service LS teachers were chosen to participate in the study. When asked about the usage and perception of LS textbooks, all teacher participants viewed LS textbooks with positivity and commonly noted that LS textbooks were incorporated into their teaching routine. All teacher participants expressed the same belief that LS textbooks have its significance in teaching and learning. The extract below from Teacher A is displayed as representative:

> *"...I think LS textbook has its own values, although some newspapers and many LS teachers out there always say that 'Don't use LS textbooks! They are useless!"*

4.2.1 Roles of LS "textbooks" in teaching and learning

When invited to share their experience in using LS textbooks within and outside classrooms, perceived roles of LS textbooks in teaching and learning from teacher participants were identified and categorized into three groups: 1) Source of basic knowledge, 2) Source of learning assessment, 3) Blueprint for teaching.

<u>4.2.1.1 Source of basic knowledge</u>

Similar ideas could be found from all teacher participants that LS textbooks can provide basic knowledge for the subject. According to the teacher participants, such basic knowledge includes definitions of terms and key concepts from different areas of study. They all agreed that textbooks can present such basic knowledge in a systematic way that would facilitate students' learning. The following shows representative extracts from two of the participants:

"...although textbooks could not provide us analysis on the latest news, they can provide more basic knowledge..." (Teacher A)

"...when it comes to the content, definitions of key concepts are presented more clearly in textbooks. And they [textbooks] tried to list them in bullet points, like the impacts of an incident...Point 1,point 2, point 3, point 4...I tried to read through these headings (in textbook) with my students." (Teacher B)

Although there is no official list of definitions or key concepts of the subject suggested by the EDB, the participants believed that there are certain definitions or concepts that students have to acquire, or even memorize.

Teacher C noted,

"...take an example, when we talk about Quality of Life (Module 2), textbook gives a very detailed and clear definition about the concept..."

Teacher A supplemented,

"...at least they [students] can memorize what is democracy and what is the idea of 'all men are equal before law'. So that when they come to questions related to these concepts, they can at least write something in the introduction part. With a little bit examples, they can at least get 2 to 3 marks in a 6-marks question."

While one of the objectives of Liberal Studies is to help students develop critical and multiple-perspective thinking skills (CDC, 2007), Teacher A stressed the importance of basic knowledge as a foundation of such high order thinking skills. The following extract account for this,

"I think the essence of Liberal Studies is that one will try to understand other's viewpoint and purposes behind an action...like whether such action has taken public interest or self-interest into account, as well as to look for other options although he or she is in favor or against that action. And when you present your viewpoint you will need to have your arguments. The problem is, where do these arguments come from? With the help of textbook...I even think that memorizing [textbook content] is not something that bad..."(Teacher A)

He further explained,

> *"...I guess Liberal Studies' feature is that students, first, have to acquire certain level of basic knowledge. And whether they can reach to a higher level [high order thinking]...for example multiple-perspective thinking...such thinking skill have to be based on their basic knowledge. So there is no reason to abandon textbooks." (Teacher A)*

In order to help students better acquire basic knowledge of the subject, teacher A and C mentioned that they will ask students to highlight important sentences in the textbook in class.

4.2.1.2 Source of learning assessment

Assessment is particularly important in education as it helps teachers to gather data about their own teaching and students' learning (Hanna & Dettmer, 2004). Participants reported that LS textbooks serve as a source of exercises, questions and answers for learning assessment. They explained that these exercises will be assigned to students as assignment after class. Two reasons of such practice were explained by participants,

> *"Another significant part I will use in textbooks would be their exercises, as they provide suitable answers and framework." (Teacher C)*

> *"If we want to determine to what degree students understand the textbook content, using textbook exercise would be a good fit because these exercises match with the textbook content." (Teacher B)*

It was found that participants particularly adopted textbooks' exercises for summative assessment, which is a kind of assessment that "intend to capture what a student has learned, or the quality of the learning, and judge performance against some standards" (National Research Council, 2001, p. 25). Teachers use exercises from textbooks to evaluate students' learning, skill acquisition, and academic achievement. However, use of LS textbooks on formative assessment, which was described as "activities undertaken by teachers-and by their students in assessing themselves-that provide information to be used as feedback to modify teaching and learning activities" (Black & Wiliam, 2010, p. 82), was not found from teachers' responses.

Despite the fact that participants all agreed exercises in textbooks can serve as summative assessment for learning, Teacher B specifically identified the use of these exercises in assignments only but not in examination papers.

Teacher B presented,

"...if it is for assignments or for the consolidation of knowledge, I will [use textbooks' exercises]. But for exam papers I won't." (Teacher B)

Echoing to Teacher B's view, Teacher C further explained as below excerpt,

"...when setting up exam questions, we tried to use recent news and issues that have been taught in textbooks and worksheets. We try to make some changes: use a similar but new issue to check on student's understanding on the taught issue, so students can master examination skills as well as different types of question." (Teacher C)

It was found that LS textbooks were used by teachers to consolidate the acquisition of knowledge and mastery of LS concepts. Also, they can serve as a means of evaluating students' learning process.

4.2.1.3 Blueprint for teaching

Besides the above two roles, two participants suggested that textbook can serves as a blueprint for the subject, that is to serve as a guide to instruct teachers what had to be done in teaching.

Teacher B noted,

"...besides its' content, textbook is a set of supporting materials. It tells you what have to be done in each learning cycle, what learning outcomes could be expected from each exercise...also it gives teachers a clear [teaching] direction." (Teacher B)

Teacher C shared similar view, and he brought a new idea on the reason why such clear teaching direction is needed in the subject.

"...especially for a subject like ours, we [LS teachers] have a very divergent educational background. I studied science and others studied arts or business, we are all different. When LS teachers come to the same issue, the way they teach and the parts they want to focus on

might be very distinct. In view of that, textbooks can help to provide teaching direction, like what must be taught and what must be covered in class. This is what textbooks can offer, especially during the early years [of the introduction of LS]." (Teacher C)

Despite the fact that two out of three participants had received formal training regarding the subject, the field of their first degree are very diversified, including biology, science and economics (See Appendix 11). Liberal Studies is not a subject that requires specialized teaching, meaning teachers with all background is qualified to teach the subject. While the first cohorts of professionally trained Liberal Studies teachers had emerged into the educational field in 2014, most in-service Liberal Studies teachers had not received formal training regarding the subject. Because of the shortages of teacher due to insufficient school funding, many schools ask teachers to switch subjects or take on additional subjects, in this case, Liberal Studies. It means that teachers who are not specializing in Liberal Studies might need to teach outside of their specialism.

While specialism on subject content knowledge can be acquired from textbooks and specialism on pedagogical knowledge can be accumulated through teaching, Teacher B and C's narration pointed out that such knowledge are inadequate for effective teaching of LS.

Criticizing teachers' subject content knowledge and pedagogical knowledge were being treated as mutually exclusive, Shulman (1986) suggested the idea of pedagogical content knowledge (PCK), stressing the inter-relation, but not isolation between the two domains of knowledge. "PCK represents the blending of content and pedagogy into an understanding of how particular aspects of subject matter are organized, adapted, and represented for instruction" (Mishra & Koehler, 2006, p.1021). When teachers acquired pedagogical content knowledge of a subject, they can interpret and organize the subject content before making it accessible to students, that is what Shulman (1986) called as "the ways of representing and formulating the subject that make it comprehensible to others" (p. 9). LS textbooks help offering framework of guidance and orientation by providing some sort of pedagogical content knowledge to teachers who have diversified specialism.

4.2.2 Factors that affect the use of LS "textbooks"

The findings pointed out that teacher participants will take different factors into consideration when deciding how to use and what to be used in a textbook. These

factors are categorized into three aspects: 1) Students' ability, 2) Modules and 3) Familiarity with the subject.

4.2.2.1 Students' ability

In general, teacher participants suggested that they tend to rely more on textbooks in terms of basic knowledge with weaker students, as they believe the acquisition of basic knowledge is the minimal requirement to pass the examination. Teacher A and C both used the term "Ja-Na" in Cantonese to describe the role of LS textbook. The Cantonese phrase gives the meaning of certainty and assurance. Teachers described textbook as an assurance of certain understanding of basic knowledge, that is definitions and key concepts that must be acquired by students.

"...textbook can give students some assurance, especially for those who are relatively weak..." (Teacher A)

"We tend to use it [textbook]. I had talked about the reason. I think it is somehow good for students when they can have some assurance." (Teacher C)

The participant further explained,

"I think asking students to memorize some important parts [of textbook]would be beneficial to them...I think it is very demanding for Band 2 students to brainstorm all answers [for examination] themselves. But if they have a textbook in class and are willing to memorize part of the content, they can at least get a pass by reciting part of the textbook content and add a few personal examples." (Teacher A)

As for students with higher ability, teacher participants reported they would rely more on textbooks in terms of the exercises they provided. Suggested by Teacher A and B, they will discuss and work on more textbook exercises with stronger class if there are spare time during lessons. As shown by the finding, how teachers apply textbooks in teaching has to do with student's learning ability.

4.2.2.2 Modules

There are six modules in Liberal Studies and two out of three participants responded that modules as a factor to affect the use of LS textbook. They mentioned that modules

differ from each other in terms of 1) the relevance to students' daily experience and 2) accessibility of teaching resources.

Teacher B suggested that different modules have different level of relation with student's daily experience and mentioned that he try not to use textbook in class when he expect students have little personal experience with a particular module. The excerpt below further elaborates his reason,

> *"I seldom use textbook when a module has little relation with student's personal experience. It is because I don't want students to believe everything from the textbook. Textbooks' content is rather unilateral." (Teacher B)*

Another viewpoint was suggested by Teacher A that accessibility to teaching resources will also be put into consideration when determining the use of LS textbooks. He pointed out the difficulties in searching for lesson materials particularly in the module Modern China, which he had no choice but to rely on LS textbooks. Below extracts account for this,

> *"We all know that Modern China is the most challenging module when it comes to data collection. The case would be even worse in EMI schools...I wonder how they can search for modern China's resources in English, probably only from SCMP and Standard Post. And if you are trying to teach impacts of China 's reform and opening up, I think it is really hard to look for information from those years." (Teacher A)*

This put a remark on teachers' difficulties in preparing school-based learning materials when resources of particular module or issue are limited.

4.2.2.3 Familiarity with the subject

When asked about the usage of LS textbooks during the time when the subject has just been implemented, Teacher B and C mentioned that they tend to rely on textbooks when they were new to the subject, but the reliance had decreased as they become more familiar with the subject. As the extracts explain,

> *"I was like so [rely heavily on textbook] when I first started to teach [LS], because at that time there wasn't any formalized teaching materials. I tried to follow what the publisher published. As I gain more teaching experience, I can now make own adjustment (on the use of textbooks). " (Teacher B)*

> *"...in fact the curriculum guide did not have a good grasp on issues neither did textbooks. We did rely on textbooks a lot as we have limited resources on hand." (Teacher C)*

Such narration was in line with what Reynolds (1974) suggested, that the lack of subject knowledge is one of the reasons why teachers rely heavily on textbooks.

4.2.3 Use of alternate LS teaching materials

The use of alternate LS teaching materials was identified from all teacher participants such as newspaper editorials, LS newspaper columns and online learning platforms. The extracts below from Teacher A is displayed as representative,

> *"I think the strength of newspapers is that they have editorials, and the information is much updated. While online learning platforms contain more comprehensive resources, sometimes the information is outdated. As teacher we use both of them."(Teacher A)*

Interviewees then put remarks on the need to process this information with the help of LS textbooks. That is, to conceptualize news into issues and concepts before presenting to students. The below extracts explain,

> *"When I am reading newspaper, I try to think of the relation between that piece of news and different areas of study. For example, when I saw a piece of news regarding teenage suicide, I thought of concepts related to personal development [Module 2]. And then I will look for related headings in the textbook. In this case, textbooks can help to make news applicable in LS lessons." (Teacher A)*

> *"...sometimes we [teachers] have a grasp on different pieces of news, and textbooks are helping us to conceptualize these pieces of news into concepts and questions..."*
> *(Teacher C)*

This makes an implication that either textbook or alternate LS teaching materials could be used solely to achieve satisfactory learning objectives.

4.2.4 Liberal Studies "textbooks" as auxiliaries in teaching and learning

Although expressed positivity in LS textbooks, none of these participants use LS textbook solely in class as well as during lesson preparation. They suggested that

various teaching materials such as school-based worksheets, video clips and news-cutting will also be used together with LS textbook.

Two of these three teacher participants accounted that they need to make changes and additions on textbook before use. Suggested by Teacher A, he tries to consolidate complex information in textbook for his students in class, so to facilitate their understanding on relationships and connections between ideas and concepts

> *"I can't just simply read out all information in the textbook, like Point 1...Point 2...Point 3...Usually we [teachers] don't use textbooks directly. We present this information in a mind-map on the blackboard" (Teacher A)*

Teacher C supplemented,

> *"...We will also omit parts [in the textbook] which we think are out of the syllabus." (Teacher C)*

Such narrations show that teacher participants did not view LS textbooks as ready-made teaching materials. Interviewees also put remarks on the thought that using textbook alone would not help students attain good results in the subject. As the below extract represents,

> *"There are no answers that students can recite [from textbooks]. No matter how much questions and so-called model answers are provided by textbooks, none of them can be applied directly in the Liberal Studies public examination." (Teacher C)*

> *"...I always think that LS textbooks could not help us [students] attain high scores…" (Teacher A)*

To clarify the statement, they further explained,

> *"...the public examination somehow emphasizes on students' critical thinking over an issue and they have to present their own independent views on the issue." (Teacher C)*

> *"...and if students are not able to critique, evaluate and present their own position and stance after they had mastered the basic knowledge [from textbook], I think they somehow lack [thinking] skills." (Teacher A)*

It is interesting to note that although all participants stressed the importance of acquiring basic knowledge from textbook (See Session 4.2.1.1), they pointed out that, however, relying textbook alone could not lead to good examination results, as LS requires students to be able to critique and evaluate and such skills could not be simply acquired through reciting textbook content.

In terms of actual classroom usage, various lesson materials including school-based worksheets, video clips and news-cutting will be used in parallel with LS textbooks. As for lesson preparation, alternate LS teaching materials mentioned in the above session will be used together with LS textbooks. The purpose of such practice is to make up a deficiency of LS textbooks so to provide updated information as well as chance for students' critical thinking.

The findings indicate that LS textbooks were seen as auxiliaries by the teacher participants despite its significance in teaching and learning LS textbooks.

4.2.5 Learning materials and students' performance in class

When asked about students' preference of learning material, such as textbooks, school-based worksheets and other learning materials, all participants showed disagreement on the statement that learning materials would affect students' performance in class. They believed that whether one is willing to pay attention in class depends on his or her learning motivation as the following account exemplifies,

"...those who don't want to learn will not learn no matter what [learning materials] you try. They will even chit-chat when we have group discussion in class." (Teacher A)

Teacher B further explained his disagreement,

"...I think it is related to learning objectives. If you are using textbook to help students acquire particular examination skills, or to give them tips for examination, students will be more interested in the lesson. I personally don't think it [choice of learning materials] makes a big difference [on students' performance in class]. (Teacher B)

4.3 Students

Five students from F.4 were chosen to participate in the study. In general, student participants showed a rather negative perception on LS 'textbooks' in learning the subject. Although they all own a copy of LS 'textbook' assigned by the school, it was found that majority of them seldom use the textbook after school.

4.3.1 Use of LS "textbooks" in learning

The use of LS textbooks of student participants were identified in three major categories: 1) Revision, 2) Homework and assignment and 3) Acquisition of basic knowledge.

<u>4.3.1.1 Revision</u>

Four out of five student participants accounted that they seldom or never use LS textbook for revision. As displayed from below excerpts,

"I usually use notes for revision." (Student 1)

"What I will do for revision is to complete exercises assigned by my teacher. I don't read textbook." (Student 2)

"I will bring my LS textbook home, but not for revision. I need to complete the exercises in the textbook and hand in to my tutor." (Student 4)

"No. I never use textbook for revision. Notes are better for revision in my opinion." (Student 5)

Three students further explained their view,

"There is too much information in the textbook. It confuses me. I have no idea which part I need to revise. Notes are more straightforward."(Student 1)

"It's useless. There's nothing useful from the textbook I can write in my examination papers."(Student 2)

"I jot down notes during LS lessons and sometimes they are prepared by the teacher. Because notes were written in my own words, it is easier for me to revise and recite." (Student 5)

As shown from accounts of four student participants, they expressed dissatisfaction in LS textbook as a learning tool for revision. They expressed that revising with textbook is inefficient because of the large amount of information. On the other hand, they reported that notes are frequently used for revision.

Berry, Cook, & Stevens (2011) suggested that one of the many reasons that affect students' level of use of textbook is the readability of the textbook. Level of readability of a textbook can be determined by "the average length of sentences and the average syllables per word" (Peng, 2015, p.7). The findings was in line with Berry, Cook, & Stevens' findings (2011), indicated that students are less likely to use less readable LS textbooks for their revision.

Interestingly, student 3 was the only participant accounted the use of LS textbook in revision. She pointed out that textbook can help with her revision on LS key concepts and suggested highlighting as a strategy to capture key information in textbook.

4.3.1.2 Homework and assignment

Three out of five participants revealed the use of LS textbook while completing homework and assignment after class. They explained that textbook can provide factors of social events, definitions, examples as well as instructions on different types of question related to their homework.

However, one participant specifically identified his use of textbook only in exercises come from the textbook.

"You can find most of the answers if the question was picked from the textbook. But for questions that were not picked from the textbook, I seldom use my textbook."(Student 1)

Below excerpts are participants' response that show a opposite view,

"Why textbook? It is not going to help! I will look for hints from notes instead if I have difficulties in doing my homework."(Student 4)

"I don't use textbook when doing assignment but I try to read newspaper. LS is all about contemporary social issues! Textbook is just a written form of things. Something that has higher relation with social issues is better."(Student 5)

4.3.1.3 Acquisition of basic knowledge

All student participants accounted that LS textbook takes part in their acquisition of basic knowledge of the subject, including those who found textbook useless in revision and completing assignment. Students identified the usefulness of LS textbook in providing key concepts and definitions as the foundation of knowledge. The finding is in line with teacher participants' suggestion that LS textbook as a source of basic knowledge.

Suggested by Teacher A, mind-mapping will be used in class for the consolidation of information in textbook. Student 3 specifically expressed her appreciation on this visualization practice as below excerpt displays,

"My teacher will organize information in textbook in the form of mind map. For example, when we talk about quality of life, there are ideas such as life from the material level and non-material level, and also other factors affecting. He simplified these contents into a mind map. I am better at visualized materials and mind map would be beneficial for my learning".

4.3.2 Use of alternate LS learning materials

The LS curriculum guide suggested that "students can use their initiative to identify, propose and select learning resources" (CDC, 2007, p.138). All students reported the use of alternate LS learning materials after class which is identical to the findings from teacher participants. Despite the variety of LS learning materials available in the market, only one of the student participants had come across with more than one type of these resources. Students shared their views on these resources as below excerpts display,

"I found video clips on online LS learning platforms. They are interview clips with stakeholders of different social issues. These videos help to me understand others' point of view so to know more about the issue." (Student 1)

"I had browsed the LS learning platform of Sing Tao Daily. There are news, issues, key concepts and other information regarding each module. There are also marking scheme and model answers for question. The information is very detailed." (Student 4)

"We can get a subscription of LS newspaper from the school once a week. There are some examples and suggesting questions of different modules." (Student 5)

However, Student 3 who had come across with LS reference books expressed her doubt on the effectiveness of these LS learning materials. The following extract account for this,

"I don't think they are useful for my learning. The syllabus changes every year and I don't think these reference books can catch up with these changes." (Student 3)

Although the syllabus of LS had not changed since the implementation of subject, but because of the vagueness and ambiguity of the syllabus, student 3 is uncertain about what is going to appear in the public examination, and thus suspicion on the effectiveness of alternate learning materials. The above account might also be driven by the subjects' fairly introduction. While the first cohort of NSS students took their LS public examination in 2012, only five years of past examination papers were available for teachers and students at the moment (Year 2012 to Year 2016)

4.3.3 Learning materials and students' performance in class

All participants expressed agreement on the statement 'choice of learning materials will affect your performance in class.' And when asked about their preference in LS learning materials, none of the participants had chosen LS textbook. The following extracts are displayed as representative,

"I think I will not pay attention in class if the teacher simply teaches with a LS textbook. I will do my own stuff, probably go through other chapters in the textbook."(Student 1)

"I think I won't be too enthusiastic during lesson if using a textbook in class." (Student 2)

Student 1 further explained,

"If the teacher simply talks about things in the textbook, why would I bother listening to him? I can read on my own. A subject like LS requires multiple perspective thinking. You can't learn the subject well just with a textbook." (Student 1)

Participants then expressed their preference on notes over textbook. The suggested reasons include the precision of content and little amount of information. The finding indicate that students have a very weak preference for LS textbook, and the use of LS textbook in class might affect their classroom performance and thus learning effectiveness.

4.4 Student teacher

As explained in Chapter 3, the searcher aims to reflect on her belief and perception of LS textbooks with the collection of teachers' and students' real life experiences in the reference of autoethnography approach. Having investigated on teachers' and students' perceptions and usage of LS textbooks in previous section, this section will focus on the student-teacher's usage and perception of LS textbooks. In order to make meaningful comparison among three parties in the next section, views and experience of the student-teacher will be organized into sub-sections similar to those in the findings of the teacher and student participants. First person perspective writing will be used in this section in the purpose to create an immediate and vivid picture of teaching experience for the readers. "I" instead of "student-teacher" will be used to identify the researcher.

4.4.1 Role of LS "textbooks" in teaching and learning

4.4.1.1 Source of basic knowledge

Similar to what had been suggested by teacher participants, I agree that LS textbooks can serve as a source of basic subject knowledge such as definitions, glossaries and concepts. I remembered in a lesson with F.3, I randomly talked about Hong Kong's Umbrella Movement and asked students for their opinions on whether such civil disobedience actions would bring negative effects on Hong Kong's rule of law. The class was in silence. At first, my thought was 'they are not talking because they afraid to show their personal political stance in front of me'. But afterwards I found out that they were not responding because they have no understanding on the concepts of civil disobedience and rule of law. Although the idealistic aim of Liberal Studies is to help students acquire critical thinking by examining different contemporary social issues, it is unrealistic if we the teacher ask them to do evaluation on issues without a solid foundation of basic knowledge.

While LS textbooks have all definitions and concepts well presented in a systematic way, I try not to read them out directly to my students, as I consider it as rote-learning if students memorize stuff without understanding. On the contrary, I will design a series of lesson activities or questions that would help students consolidate their understanding on the definition or concept.

On a lesson focusing on Hong Kong people's identity, a handout was prepared before lesson (See Appendix 12). Although the textbook had provided a clear definition of the concept of identity, I try to use mini activities and questions to help students master the

concept. The textbook had presented the concept of identity as "我們的身分可劃分為自賦的和後天的，而身份本身是多重的和多變的".In the worksheet, students are required to reflect on their identities as Hong Kong people, Chinese citizen as well as global citizen, so that they can understand what is meant by "自賦的"and "多重的". As for "後天的" and "多變的", I invited students to give examples on that and they suggested the identity as someone's boyfriend and girlfriend is "後天的" and "多變的". When students can fully understand a concept by interactive lesson activities, it is believed that they can write definitions in their own words without memorizing those in the textbook.

As a novice who has zero experience in learning the subject, LS textbooks also serve as a source of subject knowledge for my own. Extra time had been spent on acquiring subject content knowledge by reading LS textbooks after school.

4.4.1.2 Blueprint for teaching

Besides the lack of subject knowledge, one of my struggles faced in TP is deciding the pace of teaching and focus of teaching, which are examples of pedagogical content knowledge suggested by Shulman (1986). Very often, textbook will include a suggested "Time needed for completion" or "Sessions needed for completion" in each chapter so that I can have a grasp on time allocation. Although these suggestions need not to be followed strictly, they can definitely provide guidance and framework for teaching.

4.4.1.3 Framework for enquiry

Enquiry learning, a kind of learner-centered learning approach, had been emphasized in the Curriculum and Assessment Guide (CDC, 2007). Enquiry-based learning as "a process of seeking" (Hutchings, 2007, p. 10) is different from traditional teaching, which ensures "students acquire their knowledge by means of a process of active" (p. 12). While enquiry-based learning encourages students to take initiative in learning, they have to be given support and guidelines as facilitation (Hutchings).

In a lesson talked about factors that affect one's sense of identity, a video clip named "回歸十八年，不同年代的人如何看自己的國民身份認同?" was played to students. In the lesson, students are required to pay attention to the video, jot down factors that affect one's sense of identity and relevant examples as shown in the video. Students were given a handout which they will be jotting notes on it (See Appendix 13). Before

I played the video, I asked students to skim through the headings in their textbook for few minutes, that is "請先從書本找出相關因素". Given that the textbook has already listed out few factors, such as historical, cultural, political and etc., asking students to have a look on it would allow them to have a framework in the analysis of data (video clip).

4.4.2 Learning materials and students' performance in class

From my observation as a student-teacher in previous TP, there is definite relation between learning materials and students' performance in class. Students tend to appear less interested and motivated in lessons which they can only access to textbook content. On the contrary, in lessons where variety of lesson materials is incorporated into lesson activities, students were more engaged in the learning process.

4.5 Comparison of findings between the three parties

This session provides a discussion of the research question "*What are the differences and similarities in terms of the usage and perception of liberal studies "textbooks" among the three parties?"* by analyzing the data collected as well as critical reflection on researcher's personal teaching experiences and beliefs.

4.5.1 Perception on LS "textbooks"

Both teachers and student-teacher had a mixed perception on LS textbooks. Teachers had suggested a list of strengths and weaknesses of LS textbooks which will be discussed in the next session. Student-teacher, who is the researcher of the study, also has a mixed perception on LS textbooks. On one hand they can provide teaching framework and guidance for novice teachers, save lesson preparation time and provide learning assessment; on the other hand they somehow limit student's acquisition of higher order thinking skills and cross-modular knowledge. Because of such mixed perception, it can be understood that why the two parties view LS textbooks as auxiliaries in teaching and learning, and they have to apply various alternate teaching materials in parallel with LS textbooks.

Although suggested a few strengths of LS textbooks during interview, students, however, showed a rather negative perception on LS textbooks.

Various textbook studies had point out the tendency of teachers' and students' diversified views on textbook (Harmer, 1983; Savingnon, 1983). Greenall (1984) named such mismatch between the two as "coursebook credibility gap", which eventually makes "textbook becomes something to be endured rather than enjoyed or used effectively" (Sheldon, 1987, p.1).

4.5.2 Role of LS "textbooks"

Seguin (1989) identified three major roles of textbooks in terms of instructional use, namely 1) information role, 2) role of structuring and organizing learning and 3) role of guiding learning (p. 18-20). He also suggested examples to illustrate how textbooks can play such roles as displayed in table 1.

Table 1 : The interpretation of role of LS textbooks from three parties

Three Roles of textbooks (Seguin, 1989, p.18-20)	Research Samples			Interpretations
	Teachers (T)	Students (S)	Student-teacher (ST)	
1. An information role				
◆ Present subject knowledge	✓	✓	✓	<u>Consistent view (T/S/ST)</u> - LS textbooks can provide basic subject knowledge such as concepts, glossaries and definitions
◆ Provide information	✓	✓	✓	- Basic subject knowledge is the foundation of higher order thinking skills -Amount of information in LS textbooks is large, and some might be out-of-syllabus
◆ Present information in an accessible and clear way for student's reading	✓	✗	✓	<u>Similar view (T & ST)</u> -Information and knowledge in textbook are presented systematically, and is convenient for reading <u>Diversified views (S)</u> -LS textbook is not convenient for revision, because of the large amount of information
2. A role of structuring and organizing learning				
◆ Transform theory to practical exercises with assessment of what has been learned	✓	✗	✓	<u>Similar view (T & ST)</u> -LS textbooks provide suitable exercises for learning assessment
◆ Transform examples and illustrations to observation and analysis	✗	✗	✗	<u>Similar view (T/S/ST)</u> -LS textbooks list out all arguments which might discourage students' critical thinking and analysis -LS textbook fail to facilitate analysis of cross-modular knowledge
3. A role of guiding learning				
◆ Repetition and memorization of textbook content	✓	✗	✗	<u>Diversified views (ST)</u> -Memorization is a kind of rote-learning, which is not desirable in LS teaching and learning
◆ Provide open and creative activities where the pupil can make use of his own experiences and observations	✗	✗	✗	Similar view (T & ST) -Seldom use LS textbooks as source of lesson activities. Alternate lesson materials will be used for lesson activities such as video clips and news-paper cutting

While the three parties had experienced different use of LS textbook, a table of summary (Table 1) had categorized their perception on the role of LS textbooks into the three major roles of textbooks suggested by Seguin (1989) for further interpretation.

4.5.2.1 An information role

All parties shared the same view that LS textbooks are efficient in providing basic subject knowledge such as concepts, definitions and commonly used glossaries. Teacher participants and the researcher herself also have the same assumption that basic subject knowledge should come before critical thinking skills, meaning students cannot proceed to higher hierarchy of learning in the Bloom's Taxonomy (1956) unless the lower ones are achieved. The three parties also shared the same view on the large amount of information provided in LS textbooks, but a diverse perception on the view.

Although teacher participants and the student-teacher both agreed that there may be excessive and out-of-syllabus information in LS textbooks, they have a general agreement that LS textbooks can present knowledge and information in a systematic and understandable way. Students, however, pointed out that LS textbooks are not user-friendly and are not convenient for their learning because of the overloaded information. Perhaps the diversified perception might be driven by the difference in reading literacy, which is one's ability to understand, use, integrate and reflect on written text. Given that students might have diversified learning styles and ability, no textbook can effectively address all these individual difference (Tomlinson, 2003).

Considered students participants were all from the same form in the same school, further studies on students from different banding of schools might cast light on the relation between reading literacy and perception on LS textbooks.

4.5.2.2 A role of structuring and organizing learning

Both teacher participants and the student-teacher shared a common view on the effectiveness of LS textbooks in transforming learnt concepts to practical exercises as learning assessment. Teachers and the student-teacher both reported the use of textbook exercises for evaluating students' understanding and mastery of taught issues.

Regarding the role of textbook in transforming examples and illustrations to observation and analysis, it was found that teachers and students both shared

disagreement on the point suggested by Seguin (1989). Teachers argued that LS textbooks tend to list out all arguments and point of views of different stakeholders regarding an issue, thus limit the chances for students to formulate their own stance and argument. Students, on the other hand, suggested that LS textbooks treated each modules as independent field of knowledge, thus hinder their acquisition of cross-modular knowledge. Respondents' view might indicate that although LS textbooks do provide examples and illustrations, they fail to offer sufficient space for students' own inquiry and analysis on this information.

4.5.2.3 A role of guiding learning

Seguin (1989) suggested two ways of how textbooks can "guide the pupil in his perception and comprehension of the outside world, in putting together knowledge acquired from sources other than the curriculum, in mastering what he has learned" (p.19), including 1) repetition and memorization of textbook content as well as 2) provide creative activities so to encourage students' application of own experiences and observations.

Regarding the first way, there is a remarkable contrast among teacher participants and the student-teacher. The former believed that memorization and repetition should be used in the mastery of foundational knowledge. They believed it is beneficial to weaker students, as memorization can provide an assurance for students to get a pass in examination. They also believed that such basic knowledge is crucial for the acquisition of higher order thinking skills.

While agreeing basic knowledge should come before critical thinking, the research as a student-teacher had never encouraged students to memorize definitions or any textbook content, as she believe memorization of knowledge without developing a deep understanding of them is useless. Instead, the researcher encourage and appreciate students to write down definitions in their own wording. When students can write in their own words but not simply copy from the textbook, it means that they truly understand the meaning of it and are ready to transfer the knowledge to other areas.

Regarding the second way, both teacher participants and the student teacher seldom report the use of LS textbook in preparation of lesson activities, which is in opposite of what Seguin (1989) suggested. Although LS textbooks do provide suggested in-class activities such as in-class discussion, teachers tend to make use of alternate teaching materials such as video clips and newspaper cutting for lesson activities. For classes

with higher ability, they will then sometimes conduct group discussion making use of the textbook content. Similar teaching approach was identified from the student-teacher. Instead of using suggested lesson activities provided by the textbook, the researcher tried to look for new information out there for conducting lesson activities. Yet, the researcher had brought a new idea on how LS textbooks can serve as a framework for enquiry when applying alternate learning materials in class.

4.5.3 Relation between learning materials and students' performance in class

In terms of the relation between learning materials and students' performance in class, there is a significant split in views between the three parties.

Teacher participants in general believed that is no significance relation between the choice of learning materials and student's performance in class, suggesting students' learning motivation should be the most influential factor. One teacher participant suggested extrinsic motivation as one of the factors affecting students' performance in class, stating if the lesson is to provide examination skills and tips, students will stay focus in class for its instrumental value even if they find LS textbook boring. "Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome" (Ryan & Deci, 2000, p. 60). According to the teacher, choice of learning materials will not have much influence on student's performance in class if they can help attain desirable outcome such as satisfactory examination results.

Student participants on the other hand, suggested that learning materials will affect their intrinsic learning motivation and thus affect their performance in class. "Because intrinsic motivation exists in the nexus between a person and a task, some authors have defined intrinsic motivation in terms of the task being interesting" (Ryan & Deci, 2000, p. 56). Student participants had expressed their dissatisfaction on LS textbooks constantly during interviews, showing using LS textbooks for learning are not interesting to them. If a teacher only teaches with LS textbook in class, those who find LS textbooks not interesting will then lose their patient and motivation to learn, and sometimes leads to misbehavior in class such as nonattentiveness and reading irrelevant materials. Student-teacher shared the same view with student participants, stating students appeared less motivated and engaged in lessons which LS textbook was used in majority of time.

4.6 Strengths and weaknesses

This session provides data analysis and discussion on the research question "*What are the strengths and weaknesses of liberal studies 'textbooks' regarding effective learning and teaching in Hong Kong context?*".

4.6.1 Strengths

4.6.1.1 Comprehensive information and well resourced

Comprehensive information and well-resourced was one of the positive aspects of LS textbook highlighted by both groups of participants. Textbooks are well designed that background information, factors, consequences, point of views from stakeholders as well as other related information regarding an issue are presented in details.

Free supplementary teaching resources provided along with the textbook were also listed as one of the strengths by teacher participants. A variety of learning resources will be provided freely to teachers including hardware such as CD-Rom which contain PowerPoint slides and video clips, as well as software such as online learning platform. Publisher will keep the online learning platform updated with contemporary issues and teachers can access with a QR code for new information if needed.

As teacher C described, developing and keeping a constantly updated resource bank of the subject is not affordable in terms of time and effort. Also, as suggested by Teacher B earlier, there are certain issues or modules that teachers found it challenging to search for learning materials on their own. LS textbooks in this sense help to reduce teacher's workload on lesson preparation by providing comprehensive information and resources bank for future use.

4.6.1.2 Provide basic knowledge for the facilitation of critical thinking

In the LS curriculum guide, the function of learning and teaching resources in the issue-enquiry learning process are described as following,

- *"...provide relevant background information and basic knowledge of perennial and contemporary issues… complement students' backgrounds and school-based learning experiences and lay the foundation for further enquiry and discussion."*

- "*...bring out different values, interests, views, opinions and controversies of the evolving issues...helps students to appreciate diversity, the pluralistic nature of society and the existence of majorities, minorities, the privileged and the disadvantaged, etc.*"

(CDC, 2007, p. 137)

Participants agree that LS textbooks can generally meet the first description. Regarding the second description, insufficient data was collected for meaningful interpretation.

Participants identified frequently used glossaries and major concepts within the six modules as relevant basic knowledge. Teacher participants, moreover, stressed the correlation between basic knowledge and critical thinking. They believed that background knowledge comes before critical thinking, as background knowledge is needed for one to make critical judgement.

Such idea is in line with Bloom's Taxonomy (1956), which classified learning into forms and levels. It suggested that one cannot effective address higher levels of learning until those below them have been achieved. Remembering is at the lowest position in the taxonomy. This implies that one needs to be able to recall or retrieve learned information before moving to higher level of learning such as analyzing and evaluating. This also explains why teacher participants do not view memorization of textbook content as rote-learning but a way to foster student's critical judgement

LS textbooks in this sense help to provide basic information and knowledge for students to memorize definitions (***Remembering***) and explain major concepts (***Understanding***).

4.6.1.3. Structured and organized in chapters and units

Teacher participants agreed that LS textbooks are very structured and organized in terms of their design. Hutchinson & Torres (1994) pointed out that because textbook are well structured into chapters, they can serve as blueprints for teachers on how to conduct lesson. Tomlinson (2008) described textbook as a map that provide directions and ideas on lesson implementation. Similar view was suggested by Teacher B, that textbook provides a very detailed sequence of teaching procedure. In other words, it tells teachers what to do and when to do in a teaching cycle. It, therefore, is especially helpful for novice teachers who are at the early stage of teaching career.

4.6.2 Weaknesses

4.6.2.1 Lack of cross-disciplinary and cross-modular knowledge input

One participant particularly pointed out that LS textbooks are not efficient in meeting the curriculum initiative of "enables students to make connections among different disciplines" (CDC, 2007, p.2), thus weaken students' ability to synthesize cross-modular knowledge.

The subject is comprised of three Areas of Study namely "Self and Personal Development", "Society and Culture" and "Science, Technology and the Environment". Six modules in total are organized around a central concept relevant to the Area of Study. CDC (2007) emphasized the cross-disciplinary nature of the subject, that these areas of study should not be viewed as "independent fields of knowledge or self-contained disciplines" (p. 11). Students are required to apply knowledge from one area to others flexibly.

As mentioned earlier, textbooks are usually structured in chapters and units. In LS textbooks particularly, structured in modules. Most LS textbooks, including the one student participants are using at the moment, organize different modules as independent field of knowledge. Few inter-connections between modules were made. Student participant found himself inferior in making connections across different modules, and thus faced difficulties when handling cross-modular questions.

4.6.2.2 Information Overload

Despite comprehensive information was listed as one of the strengths of LS textbooks, two groups of participants both shared the view that there is too much information in the textbook which sometimes makes them feel overwhelmed. Teachers pointed out that a lot of extensive knowledge (延申知識) was included in the textbook which are often out of the syllabus.

Student participants expressed their dissatisfaction with the overloaded information in LS textbooks, describing them as "confusing" (Student 1) and "prolix" (Student 2) for their learning. Majority of student participants choose not to revise with a LS textbook, stating information in handouts are more precise and efficient for learning.

4.6.2.3 Out-of-date information

The participants had a general feeling that information and issues in LS textbooks is not updated. Because of the ever changing nature of issues to be studied in Liberal Studies, information in the textbook was outdated once it had been published.

Teachers stated that they have to do a lot of extra work in order to supplement updated information. Students, who have no access to the online resources platform supported by the publisher, found textbooks inefficient in providing latest news and information of LS-related issues.

4.6.2.4 Fail to foster critical thinking skills

According to the LS curriculum guide, a few guiding principles were listed for the basic considerations in the use of learning and teaching resources. One of them account that these learning and teaching resources should be able to "inspire them [students] to higher-order thinking" (CDC, 2007, p.138). Teacher participants, however, pointed out that LS textbooks in some sense fail to achieve above intention.

They explained that LS textbooks often list out all arguments from different perspectives and point of views from stakeholders. Although this was done in a good attempt to help students better understand the issue, teacher participants pointed out that this might discourage students from developing their own stance and judgement.

Brookhart (2010) identifies three categories of higher-order thinking: (1) transfer, (2) critical thinking, and (3) problem solving. Critical thinking is defined as "reasonable, reflective thinking that is focused on deciding what to believe or do" (Norris & Ennis, 1989). Students who are able to think critically are those who can produce reasoned judgement and critiques, and such skills comes from observing and comparing viewpoints from different perspectives (Barahal, 2008).

Since comparisons of different point of views and arguments are provided to students directly in the textbook, teachers believed that this will hinder student' critical thinking.

CHAPTER 5 CONCLUSION & IMPLICATION

5.1 Implication

This study has explored teachers', students' and student teacher's usage and perception of LS textbooks in reality as well as their strengths and weaknesses. Since LS is a newly established subject which lacks sufficient educational research on it, this study served as a platform for insiders' voice to be heard by relevant stakeholders in the Hong Kong context. A revision on the effectiveness and limitations of LS textbooks from the study promotes reflection for better teaching and learning practices in the future.

The study has found that although there are more accessible LS teaching and learning materials available in the age of information abundance, LS textbooks still play a significant role in teaching and learning. At the same time, participants had pointed out limitations of LS textbooks such as the lack of inter-modular knowledge and out-of-date information.

The study has also illustrated that LS teachers experience difficulties in acquiring pedagogical content knowledge of the subject because of the insufficient teacher training and teaching experience. It was also found that students, who had a rather negative perception on LS textbooks, prefer learning materials other than LS textbooks. Learning motivation as well as performance in class, and thus effectiveness of learning, will be affected by the learning material used.

Therefore, it is noteworthy for educators to review the effectiveness of LS textbooks as well as their content and design to promote effective teaching and learning experiences. Also, more teaching training and support should be provided to schools and LS teachers considering LS is still a fairly new subject.

5.2 Limitations and suggestions for further research

The purpose of this study was not to make any generalized claims on teachers' and students' usage and perception of LS textbooks. In order to yield conclusive results, more research that include a larger sample size and greater diversity of schools will be needed to shed light on the wider scope of this endeavor.

Since the study only based on students in the same year at one specific school, the study cannot draw conclusive remarks on Hong Kong student's usage and perception of roles

of LS textbooks in general. Findings may not be the same in schools with different banding or medium of instruction, even with similar background of participants.

Similarly, as there were only three teachers from the same school that were chosen as interviewees, unbalanced view may be obtained with similar school setting. Considering the diversified education background of all teacher participants, a comparative study examining the use and perception of LS textbooks of LS pre-service teachers studying the same program may address specialized findings that can analyze how pre-service education affect one's use and perception of textbooks.

5.3 Suggestions for the use of LS textbooks

With insights gained from study as well as self-reflection on the researcher's own teaching experience, a few suggestions were made regarding the use of LS textbooks. While LS textbooks have their limits and weaknesses, it is hoped that in-service LS teachers as well as LS teacher-to-be could use LS textbook to its best advantage so to facilitate students' learning.

5.3.1 Give high priority to students' needs

With no doubt teachers have higher level of authority in the use and application of LS textbooks. Yet, they must not forget to take the real audience - students' learning needs as well as their reaction to textbooks into consideration when deciding what to be used in class. If learning materials can better match if students' needs, it is believed that they will feel respected and be more active and motivated in their learning (Graves, 2000). When teachers are selecting LS textbooks, deciding the level of use, and making adaptation on textbooks, students' learning habit, ability as well as prior knowledge should be taken into consideration.

5.3.2 Textbooks adaptation

No textbook is perfect whether or not it had been approved or reviewed by the official. Despite the strengths of LS textbooks, they should be treated as a teaching guide but not a mandate for instruction. What this also means is that LS textbooks cannot be treated as ready-made materials. Textbook adaptation is needed so to maximize the value of textbook and thus learning capacity of students. Textbook adaptation can be done by modifying, evaluating, eliminating as well as adding different alternate learning materials to textbook content (Graves, 2000).

Gak (2011) suggested teachers can adapt textbooks in three levels, namely 1) activity level, 2) unit level and 3) syllabus level. Two of them can be applied in the adaptation of LS textbooks as following:

First, in the activity level teachers can use LS textbooks as presentation materials to introduce new topics or modules by providing basic knowledge such as definitions. In that way, students, especially the weaker ones can have a better grasp on the subject. Textbooks can also be used in consolidation activities by providing relevant exercise to measure students' understanding.

Second, in the unit level teachers can try to look for modules that students are less familiar with, or lack relevant personal experience. They may also add extra information to deepen and enrich student's understanding on different issues. Also, they can try to skip over parts that are out-of-date and out of syllabus.

5.3.3 Encourage students to be autonomous learners

Learning resources are not necessarily all chosen or developed by the teacher. "Students can use their initiative to identify, propose and select learning resources." (CDC, 2007, p.138). Dam (1994) suggested that independency in choosing own learning materials as one of the qualities of an autonomous learner. With the abundance of LS learning materials from different media and platforms, students need to take the active role in reaching for more learning resources, thus expand their knowledge on the subject and learn to be autonomous learners who are willing to take responsibility for their learning. To achieve that, teachers can introduce various learning materials and platforms to students and encourage them to choose according to their interest and ability.

5.4 Conclusion

This study has explored the usage and perception of LS textbooks of different users. LS textbooks in general serve as source of basic subject knowledge to all participants. Teacher participants and the student participants pointed out the significance of LS "textbooks" for blueprint of teaching. The findings of the research indicate that although LS "textbooks" are seen as auxiliaries by teachers, they still have significance in teaching and learning. Students in general are dissatisfied with LS "textbooks", and such discontent affects their performance in class thus learning capacity. The findings of the study also bring out difficulties faced by LS teachers such as the acquisition of pedagogical content knowledge and heavy workload in lesson preparation.

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Appendix 1- Interview Guidelines for students
Interview Guidelines for students

1. From all learning experience of LS, what kind of learning materials and lesson habit (rely only on textbook/ textbook with worksheets/ worksheets with PowerPoint slides) have you come across? How do you feel about them?

2. How often do you use textbook in class? On what occasion in classroom would you rely on Liberal Studies (LS) textbook?

3. How often do you use textbook outside classroom? On what occasion outside classroom would you rely on Liberal Studies (LS) textbook?

4. Are there any particular topic/issues of LS would you find textbook more useful in facilitate learning? Why is it so?

5. Without a particular LS textbook assigned by school, what are other channels that you will learn/ look for information about LS? How are these sources different from textbook?

6. How do you find LS textbook more/less resourceful and efficient in learning comparing to alternate LS learning materials in the market (On-line learning platform/ Newspaper columns/ reference book etc.) ?

7. Have you ever face frustration/ difficulties in learning LS with a textbook? If yes, what is it why would it be?

8. What do you believe as the major strengths/ weaknesses of textbook regarding effective LS learning?

面談問題指引-學生

1. 從通識學習經驗中,你嘗試過什麼通識教材和學習習慣（只用通識教科書/通識教科書與PowerPoint配合使用/自製通識教材/教科書與自製教材配合使用）？ 你對它們有什麼看法?

2. 你在課堂上使用通識教科書的頻率有多高?在什麼課堂情況下,你會使用通識教科書?（例子：堂上小組討論、答題技巧分析、概念字眼定義)

3. 你在課堂後使用通識教科書的頻率有多高?在什麼情況下,你會使用通識教科書?（例子：備課、溫習、IES)

4. 你會參考通識教科書那一部分? (例子：時事例子、模擬試題、概念字眼定義)

5. 是否有某些通識議題比較適合以教科書來學習?為什麼?

6. 當學校沒有指定通識教科書,你會用什麼渠道學習通識? 這些渠道和課本有什麼不同?

7. 你認為市面上其他通識教材（例子：網上資源平台、通識報紙專欄、參考書等）比通識教科書更有效於學習嗎? 為什麼?

8. 在運用教科書學習通識時,你曾遇到挫折/困難嗎? 為什麼?

9. 你認為通識教科書在有效學習中有何優勢/缺點?

Appendix 2- Interview Guidelines for teachers
<u>Interview Guidelines for teachers</u>

1. From all teaching experience of LS, what kind of teaching materials and lesson habit (rely solely on textbook/ textbook with worksheets/ worksheets with PowerPoint slides etc.) have you applied? How do you feel about them?

2. How often do you use textbook in class? On what occasion in classroom would you rely on Liberal Studies (LS) textbook?

3. How often do you use textbook outside classroom? On what occasion outside classroom would you rely on Liberal Studies (LS) textbook?

4. How do you find LS textbook more/less resourceful and efficient in teaching comparing to alternate LS teaching materials in the market (On-line learning platform/ Newspaper columns/ reference book etc.) ?

5. Are there any particular topic/issues of LS would you find textbook more useful in teaching and learning? Why is it so?

6. Are there any particular type of students would you find textbook more useful in teaching and learning? Why is it so?

7. What are some factors for you to pick a LS textbook for students?

8. Have you ever face frustration/ difficulties in teaching LS with a textbook? If yes, what is it and why would it be?

9. What do you believe are the major strengths/ weaknesses of textbook in terms of effective LS teaching?

<u>面談問題指引-老師</u>

1. 從通識教學經驗中,你應用過什麼通識教材和教學習慣（只用通識教科書/通識教科書與PowerPoint配合使用/自製通識教材/教科書與自製教材配合使用）?你對它們有什麼看法?

2. 以上哪一種是你最常使用? 為什麼?

3. 你在課堂上使用通識教科書的頻率有多高?在什麼課堂情況下,
   你會使用通識教科書?（例子：堂上小組討論、答題技巧分析、概念字眼定義)

4. 你在課堂後使用通識教科書的頻率有多高?
   在什麼情況下，你會使用通識教科書?（例子：備課、準備功課/試卷、準備自製教材)

5. 你會參考通識教科書那一部分?(例子：時事例子、模擬試題、概念字眼定義)

6. 你認為市面上其他通識教材（例子：網上資源平台、通識報紙專欄、參考書等)比通識教科書更有效於教學嗎? 為什麼?

7. 是否有某些通識議題比較適合以教科書來授課?為什麼?

8. 是否有某些學生/班級比較適合以教科書來授課?為什麼?

9. 在運用教科書教授通識時,你曾遇到挫折/困難嗎? 為什麼?

10. 你認為通識教科書在有效教學中有何優勢/缺點?

Appendix 3- Transcription of the interview with teacher A

This appendix presents the transcription of the interview with Teacher A in mixed-code with both Cantonese and English.
Date: 11th April, 2016
Time: 09:30
Venue: Teacher's Lounge in school
Participant: Teacher A and interviewer

Interviewer: 想請你回想一下，上一次在課堂裏面使用教科書係點樣的情況?
Teacher A: 我諗我地呢一種學校叫做 band 2 的學校，和一些 band 1 的學校的教學模式都有頗大的分別。相信大家都知，通識科好多人講「唔應該倚靠教科書，睇議題，(用)小組討論，然後就引導佢(學生)去諗野」。但係大家都知道如果要應付考試，其實考試裏面好多內容的答案，其實如果學生肯去記着一些重點資料，咁我諗對他們的幫助都大，所以我諗教科書有佢存在的價值。教科書俾唔到我地最新的議題分析，但係教科書可以比多一些基礎的知識。舉個例子好簡單，依家越來越多青少年自殺，和他們的自尊有很大的關係。但係有什麼因素影響青少年的自尊?教科書給了我們八，九個主題或者影響的重點因素，有可能是朋輩影響，有可能是家庭的社經地位，有可能是個人的能力，自己的特點…我諗 bandtwo 的學校好難要求學生自己去諗到這些答案，但係如果佢係上堂有本書，難聽一點講:「喂！唔該你背咗果啲主題先呀！」。到時就算佢攞唔到好高分，起碼佢有一些 point 寫到出黎，然後到時自己作幾個例子，到時都可以幫佢攞到合格。所以我諗教科書有教科書自己本身的價值，有好多通識科老師或者報紙裏面話:「唔好睇書啦！書冇用架!」。我成日覺得書係幫唔到我地攞高分…即係如果學生掌握了基本知識之後，但不能夠自己批判、評價，寫出自己的立場和論句，我諗係技巧的層面（上的不足）。但係如果你連基本的知識，教科書裏面的(內容)都掌握不到，其實好難同佢講第二個層次。所以我諗就我地學校來說，或者我自己上堂來說，例如一個新課題都會用三至四堂去同佢 go through 左一些 headings...

Interviewer: 即是用書?
Teacher A: 都係用書，甚至有一些差的班、更加弱的班，什至要教他們間書，邊行邊版…然後透過默書，迫他們十個裏面記住兩三個，然後才開始用小組或者一些剪報…其實剪報最主要就是 update 一些最新的資料，同埋我諗書裏面另外一個比較弱的地方，就是書比較少去評論，書是很少去做評論的，書比較資料性…所以評論唯一就是靠小組（討論），或者靠我們(老師)的分析，所以我諗書有它基本的作用…所以你剛才問到幾時用書，基本上以 form 4 來說，基本上書是不可或缺的一部份，即係一個新的課題開始時點都要講左書先。

Interviewer:我知道中三有一些統一的教材但是中四則沒有...
Teacher A: 中四基本上係冇的。但每一次（教師）開會，比如一個學期開始，大家（通識老師）都會在開會時講左今年的主題，例如個人成長與人際關係，我地就會諗: 今年的主題就是青少年的自殺,和父母的關係或者校園的網絡欺凌。這些是全級都會用的議題，作為一個總結或者是（堂上）討論的重點。
另外工作紙的方面，每一班都可以有彈性處理。例如比較叻的班， 不太需要一些抄寫的工作，但係無論如何四班每個學期都有四至五個練習大家共同一起要做的。例如中四我們要教漫畫分析，數據詮釋，立場的題型。咁我們就編左書裏面的第幾頁，就係做果一個題型，四班都要一齊做的。但問題至於需不需要默生字或者默定義，就各班自己按需要而做。

Interviewer:咁中五中六係咪都係自己決定（教材）?

Teacher A:中五中六據我所知，都係會有一些共同的教材，大家一定要一齊做的。

然後每一班就按個別情況，例如有啲班嘅主動性比較弱的時候，老師會兩個禮拜就默一次書，可能就係默下影響香港香港空氣污染的四個因素，然後作一個例子，咁就當成一個練習。但係叻班就唔一定要咁做。

Interviewer: 但係點解只有中三有統一工作紙?我見中三的工作紙和書有點不一樣，好像比較生活化、比較淺白...有什麼原因有此決定?

Teacher A: 我諗有兩個原因。其實我地中二中三都有教科書...不過教科書裏面...第一，唔係每一個課題都適合學生。例如中三，我們上學期主要就是教持續發展、醫學概念、海洋資源污染...但其實教科書裏面亦有其他課題，但我們未想(學生)在中三時觸及這些課題...

Interviewer: 它們比較難?

Teacher A: 係，所以中三我們有統一的工作紙，basically 大家都要做。但我知道有些比較叻的班級，或者我自己的班級，都會間中在報紙中找一些和課題有關的報道，再讓學生做一做。或者甚至這一兩年我記得有一些比較叻的班，有些同事會在公開考試中，選一題最容易的題目，例如四分題目...給學生一幅漫畫，叫他們詮釋漫畫表達的意思。當然中三就不能要求他們全部都寫出來，會俾 guidelines 他們。有一些叻班可能除了大家共同要做的練習外，有些老師會另外在課本中再多做一條半條練習，視乎每班的情況。

Interviewer:即是中三唔用書係因為教科書未必適合他們?

Teacher A:是的，未必適合。

Interviewer:以你剛才所說，不同的學生程度，例如 Band one 或者 Band two 用書的模式有所不同,中三和中四又會有不同。通識總共有六個議題，你覺得不同課題或者不同議題會影響你用書的模式嗎?

Teacher A:用書來說，作為一個老師，用書或者不用書其實有很多因素影響。但其中一個因素，就是究竟該議題或 module，我們作為老師容不容易找到資料。以你剛才例子來說，係六個課題裏面最難搵資料的，大家都知...就是現代中國。如果學校用英文就仲慘，都唔知係邊度搵現代中國的英文資料內容,可能只有 South China Morning Post 同 Standard，但中文就比較容易。但我諗有一些基本的細題目，例如中國北京的霧霾問題，可能新聞或者上網都容易搵到。但如果你搵返當年中國改革開放帶來什麼影響，我諗現在比較難找到當年的資料。可能教科書作者找的資料比較齊整，我不夠膽說(這些資料)好不好...但起碼他們找的資料比較豐富。例如怎樣為之"先讓一部份人富起來"...這些課本中的資料就會比較齊整。我諗，用不用教科書很難一概而論，甚至很難判斷某個課題一定會用(教科書), 某個課題一定不用(教科書)，我諗視乎需要。教通識所謂用唔用書，其實就係睇個議題性，就多過...不過有時需要學生去背一些好重要的（資料）。特別對一些比較弱的學生，書本會令學生覺得有些「渣喇」，如果下下叫他們剪報，他們會嗌救命，他們會很辛苦。

Interviewer:即是在這間學校裏，課堂中書本比較能用得上的就是重要的概念字眼？

Teacher A: 係。係。起碼他們能背到什麼是民主，什麼是法律面前人人平等，那到時見到類似的題目，他們在引言中寫到幾句，再加一點例子，六分(題目)之中起碼能夠取得兩三分。

Interviewer:除了概念字眼，我見你說第一步...三至四堂會使用教科書，然後做一些小默書鞏固他們的概念字眼知識。之後就會嘗試做小組討論。通識教科書內的模擬問題和小組討論問題和資料，你上堂會用嗎?

Teacher A:　會的會的。通常（書本）後面的練習我們會有兩種處理方法，第一種是如果覺得那一條題目比較

好，而且適合我們想要的題型，例如中四的重點是短題目：漫畫、數據、原因、影響，最後就是立場。如果掌握到這幾項(題型)，取得四至六分就已經好好。

所以在中四下學期我們在每個題目(題型)抽了一條題目，甚至會計平時分，叫班班一齊做，同埋一條題目內會有分 A,B,C,D part ,但我們不一定會全部做齊。可能題目中 A，C 兩 part 比較適合中四同學的要求，那就只要求他們做 A，C。甚至可能叻班就做 A，C；差班就做 B，D。我諗視乎每班要求。

另外一方面(教科書)後面的題目對一些掌握得比較快的同學，間中會用這些題目作小組討論，但不用他們抄寫，只是上堂中分組作小討論，然後讓同學回答問題。其實是多一個 exposure 給學生...讓他們知道處理這些(問題)思考的角度應該是如何。

Interviewer:即是如果在比較叻的班級,書本的內容都是用得着?

Teacher A:有用的有用的，我們經常講笑,如果學生肯把書本看一次，其實(成績)都唔會衰得去邊。宜家最慘是學生連書本都不肯睇....

Interviewer:通識科的最大目標就是訓練學生的獨立思考，因為香港的教育制度經常被批評為只為考試,、背誦。你認為如果通識科去到最後老師和學生都依靠了教科書，會否違背了原本的理念?

Teacher A:我不認同。我認為要訓練學生的獨立思考，你憑什麼判斷什麼是批判思考?批判兩個字不代表是罵人，而是當我能說出自己的理據，而該理據和你有所不同。我諗通識科最重要的是，我不理你是贊成或是反對，但起碼你能夠看到對方的說話和行動其實還有其他可行的選擇，和他們行為背後的目的，而這些目的是否符合所有持份者大家的利益?還是只顧及自己的利益? 而表達的過程中你要有自己的理據。問題就是理據是如何儲回來的？所以我諗課本或者文字...甚至我覺得死記也不是一個罪大惡極的事..比如學揸車，我不記住每一個零件的功能我能夠揸車嗎?今天我有 20 多年駕駛經驗，當然什麼都不用理，但一開始的時候你冇可能唔記。所以我估通識科的特徵就是首先一定要學生掌握一些基本知識，至於掌握知識之後去不去到一個更加高的層次...所謂多角度思考...多角度思考其實就是要看到不同持份者按自己的想法的目的然後去選擇，這都是 based on 他的基本知識,所以不能夠抽空說完全不用課本，其實唔用課本老師都要安排一啲基本知識給他們(學生)。其實所謂考試嘅 drilling，或者你叫死記硬背都好，其實就好似我講揸車一樣:你學左車之後唔揸返 20 個鐘或者 50 個鐘，你點會純熟？我諗太過分的，例如所有都給學生答案，不需要他們思考，是不對的。但沒有任何基礎知識就要他們去思考...是好難的...

Interviewer:如果有教科書跟住的話，教學上比較有方向?

Teacher A:係。例如影響青少年自尊的因素書入面有六個，但學生能夠說出第七第八個，那老師就要接受。

Interviewer:但基本的資料即是頭六個就一定要他們掌握得到?

Teacher A: 無錯。

Interviewer: 在你課餘的時候，你會使用通識教科書嗎?

Teacher A:我們教了這麼多年的（老師），通常在下課後...除了在上課前我會看一看課本，背到(那一課)將會用的重點。我無可能拿着課本照讀嘛! 第一點..第二點..第三點...但通常(在課堂中)我們(老師)都不會用書，在黑板上畫 mind map。當然我不會講（答案），但會問學生：第一個是什麼？你記得嗎？但基本上落堂後...唯一我用…第一上課前看一看，第二就是下課後很多時候我們看報紙…舉個例早兩日前有一個 DSE 考生因為害怕考試用刀界住自己條頸，咁我睇份報紙的時候就諗…呢條題目很可能和什麼議題有關…可能和個人成長的概念有關係，咁我就打開本書…咦! 原來係 1,2,3,4,5 點之中，呢段新聞同 1,3 有關係喎! 咁我就可能需要做少少

功夫。咁係呢個情況下，就睇吓呢段新聞可以點樣運用，係現實生活中睇到課本點樣應用，作為老師就會睇教科書。

Interviewer:其實書入面都有一些例子，點解...
Teacher A:書入面的例子通常比較舊，大家都知，本書出版得來已經是三年前的新聞。但如果我們經常用舊的資料，學生會很無癮…你講: 琴日啊，香港有人跳樓！他們就會好刺激。

Interviewer:我自己沒有讀過通識科，但在備課是我的想法和你一樣，覺得要用最新的新聞才能吸引學生，但我感覺要不停追上新聞有一點吃力...
Teacher A:我估是否吃力…其實吃力和興趣可以是同一樣東西，舉個例，我喜歡買股票，所以看股票數字對我來說並不吃力。但如果你對經濟或者股票冇任何認識，叫你睇一陣已經暈。所以作為通識科老師我覺得第一，要對這一科有足夠的興趣。我自己為例，每次看新聞的時候我會即刻想：新聞背後表達些什麼？　另外辛不辛苦取決於老師對基本知識的掌握。當一個老師能夠覺得這些（社會議題）是很有趣的事情，其實我不覺得是一種負擔。

Interviewer:照你所說比較有經驗的老師比較容易（備課)?即是看到新聞的時候，已經很快聯想到（相關的課題）...
Teacher A:唔...

Interviewer: 反而經驗比較少的老師會先看教科書，然後找符合教科書內容的新聞資料...
Teacher A: 其實都可以這樣說.......可能書本的好處就是已經有概念，然後後面的練習設計 base on 這些概念去作一些新聞，或者找一些新聞，幫助老師不需要另外再找新聞。但其實書本內的例子是有限的，而且未必 updated，所以（通識老師）要慢慢培養到（對時事）比較高的敏銳度。作為老師，就要做到每當有新聞的時候，就可以聯想到這單新聞和哪一個課題中的哪一個概念有關係，當中有什麼矛盾，牽涉了什麼持分者，我們都需要將這種技能教給學生。

Interviewer:如你所說，你會使用教科書和剪報，那你還會使用其他的通識教材，例如一些網上通識平台，如明報及經濟日報等？
Teacher A:有的，其實都是很類似...

Interviewer:你會覺得這些平台比較方便嗎？
Teacher A: 網上的平台其實輸入 keyword ，已經有很多類似的新聞，但一些比較新的... 既然我每天都會看報紙，我會在看報過程中剪低。我想報紙的好處是很多時候有一些 editorial，所謂一些評論的文章，報紙的好處就是每天 update。但網上的（資料）通常都是過了一段時間。 但它（網上平台）的好處就是很 comprehensive, 很全面性，作為老師兩邊都會用。

Interviewer: 你說過課本有兩個不足，第一是資料未必是最新的，另一個就是欠缺評論，除了這兩個缺點之外，還有什麼因素會令你不想使用通識教科書嗎？
Teacher A: 我諗另一個原因是很多時候書內的資料太過豐富、太多。宜家的學生和以往的不同。以往的學生會厭（書本）資料不足夠，會不斷在圖書館找更多的資料。但現在的學生主動學習性比較低，你和他一起間底兩句（課本內文），他可能很專心把這兩個句讀好。 但你要他溫書的時候，他可能連這兩句都找不到，連

教科書都不看。所以我諗有時我們不用書的原因，就是書的內容太多了。六個 modules 有六本書，夾埋成本電話簿一樣厚…學生見到已經唔想睇。所以宜家有陣時學生說忘記帶書，我們都說「不緊要，和鄰座看吧!」。

Interviewer:你說學生對於文字，例如教科書非常抗拒。以你多年的教學經驗，在課堂中使用不同教材例如教科書、短片或者是剪報，學生在課堂表現上會有明顯的分別嗎?

Teacher A: 這視乎不同的同學。通常拎課本出黎的時候，我會教 20 版，間低重點後就在黑板上畫 mind map，一幅漫畫（圖畫）代替十多版資料，學生會很開心。對一些懶的同學來說，有 video 他一樣會伏在桌上。以往我們的年代，上課有教育電視看已經很開心，現在他們（學生）已經不看。所以對於不肯讀的同學來說，無論你用什麼方法，就算是小組討論他們也會傾計。但對於學生來說你用那一種 approach，用課本間低和做 mind map，他們會很欣賞你幫他們節省了溫習的時間。但看電影的話，並不是說看完就完結課堂，而是有一張簡單的工作紙，叫他們一邊看一邊寫，一般來說每班都有十個八個同學肯做。至於說小組討論，其實並非每個同學都有興趣，所以很老實說，其實很多教學法都只是理想，學生的反應未必一樣。

Interviewer: 你意思是，其實教材並沒有太大影響，而最大的影響是學生本身的學習動機嗎?

Teacher A:沒錯。

Interviewer: 那麼通識教科書有什麼優勢是不能被剪報或者其他教材取替的嗎?

Teacher A: 正如一開始所說的基本知識。例如有一段短片講述香港校園自殺的問題，鏗鏘集等等都有講，不過好難要求學生一路睇一路 summarize 到:「哦！原來第一個原因就係朋輩關係、第二個原因就係學校對你嘅期望太大…」我諗教科書有一些基礎知識俾學生好容易背到，但不肯背的同學就唔使同佢講。但乖的同學就會知道，將來溫書就是要溫習（書本中的）大標題。我經常說「你想合格很容易的，先溫大標題。」背了標題，到時都可以作下…如果唔係到時你可以寫什麼?　教科書能給學生的就是一些依據去寫答案。其實報紙的內容都很豐富，報紙的內容都有提及不同原因，但報紙的缺點就是…報紙就不會（寫）「在最後總結而言…影響香港人的因素包括：第一點、第二點、第三點…」

Interviewer: 即是報紙沒有歸納?

Teacher A: 是的。但教科書一般來說都能夠做到。

Interviewer: 最後一題。我見這間學校每班中的學習差異都非常明顯。就算沒有特殊學習需要的學生，一班之中的學習差異都非常大，使用教科書教學會阻礙你照顧學生的學習差異嗎?

Teacher A: 我想問題是如何運用教科書。Basically，基本是想每一位同學都能合格，所以我們目前基本的做法就是課本裏面一些內容我就不會處理。課本裏面一些部分所有同學都要間低，「無論你有多懶，唔該都背左佢」，我諗應該都可以應付到考試合格的要求。但一些比較叻的同學書本裏面就叫他們多左幾版。最懶最曳的同學，「唔該你下一堂默書，我只會默這幾個標題。」起碼他都能默出來…但 on top of it，除咗背標題之外，每個標題俾一個例子，然後再叻少少的同學就可能記低標題，加例子，然後再就標題寫下正反的原因。咁樣去 entertain 不同能力的同學，用一個由下而上的做法。

Interviewer: 訪問完結了，謝謝你!

Teacher A:不用客氣，有問題可以再找我!

Appendix 4- Transcription of the interview with teacher B

This appendix presents the transcription of the interview with Teacher B in mixed-code with both Cantonese and English.

Date: 12th April, 2016
Time: 09:45
Venue: Student Study Room in school library
Participant: Teacher B and interviewer

Interviewer: 想請你回想一下上一次在課堂裏面使用教科書係點樣的情況?
Teacher B: 唔…書本裡面通常有兩樣野我會好用到，成日上堂都會用的。第一，是 content 上的東西，書本就會清晰一點，例如一些概念的定義，同埋佢（書本）都有嘗試將一些重點列點寫出來，例如某某事件的影響: 一、二、三、四…我會同佢地(學生)睇標題。然後對上一次係學能測驗前，我就會同佢地(學生)做一些練習。書本可能每一個部分之後都會有一些議題，這些議題我會同佢地(學生)go through 一次，這就是我最常用教科書的做法。

Interviewer:就你剛才所說的書本中的定義，這是你認為書本的優點嗎?
Teacher : 某程度一定係…因為概念佢地(學生)一定要掌握，就係 base on 佢有實例去支持佢，佢 (學生)先至明什麼是概念。但係，如果能力未到的同學仔，其實佢起碼有樣野要背到係手先，所以書本上起碼都有一個基本的定義俾他們理解一下什麼意思。我覺得同學仔可以揸住一些東西（書本）黎溫書會方便一點。

Interviewer: 我見你們學校所用的通識書後面都會有一些模擬題目、小組討論練習，你會在課堂中用到嗎?
Teacher B：其實…我們慣常用教科書就是抽（題目）的，用就未必會用哂。因為始終課時有限。課本其實好豐富，佢每一個課題內都有五六條（題目）的時候，我們只會選可能兩至三條去做。當然能力好的班別就會再做多一點，所以主要都是抽取。同埋都會睇下我們想做什麼模式，如果過程係想了解他們(學生)對課文內容的理解，咁 base on 書本的練習就一定無問題，因為佢係教完果個 content 之後就有個相關練習。但如果想操練題型，那麼就有機會額外去搵一些題型去做。

Interviewer: 那麼除了在課堂內，在你課餘的時候，你會使用通識教科書嗎?
Teacher B：備課。有很多時候要自己設計一個課程，我更加少會用到教科書。因為其實書好清晰，它由頭帶落尾會講事件的起因、經過、現況，然後再有練習題。我覺得同學如果有興趣，有能力都可以自己閱讀。反而我設計教材的時候，或者用校本課程工作紙的時候，都嘗試搵一些額外的東西作補充，即是書本以外的東西。有陣時睇下書本見到已經有了，咁一係就用書本那些。否則我就睇下有沒有 overlap，有 overlap 我就不會放落教材中。

Interviewer: 那麼除了備課時間，在準備考試題目或者功課時會參考通識教科書嗎?
Teacher B：試卷不會。如果做練習，係 for 鞏固知識都會。但 for 評核的都應該不會。

Interviewer: 教學經驗比較豐富的老師，在使用教科書時會自如…
Teacher B：比較有彈性…

Interviewer： 其實對於我，或者我的（大學）同學這班新的通識老師來說，一來沒有太多教學經驗，對課程大綱又未太掌握，有時候會很依賴教科書…

Teacher B：其實我剛開始教的時候都是這樣的。因為…我剛開始教時更加沒有一些…好…好 format 的東西，始終是第一屆。當時書商出什麼，我都會盡量 follow。但挑戰和困難就不是不熟悉書本的內容，而是（書本的）流程未必和自己的思考流程一致。有時候，它（書本）想講左某件事的原因先講影響，即是很平鋪直敘，但跟它這樣做有些東西未必適合用。當我教得較耐時自然會調節了，或者我覺得這樣未係最好，會搵另一樣東西代替它（書本），放在工作紙中。當講完該部分後，我想用書才用。某程度上它是一個…參考性質比較多。

Interviewer： 那作為新的通識老師，教科書可以給你一個教學方向嗎?

Teacher B：某程度上可以。但是很視乎學校選擇哪一本教科書。因為始終我們不會在每一班都用不同出版社的教科書。如果一個新老師去到一間新學校，環境指定了（教科書）俾你的時候，而果樣（教科書）同你的思考流程很不一致的話，其實當中會有挑戰和衝突。但如果嘗試去跟（教科書），我覺得都是一個好方法。

Interviewer： 市面上有很多不同的通識教材，例如一些網上通識平台，通識報紙專欄，雞精書等等。你會參考這些教材嗎?

Teacher B：會的。我的準則是…始終要跟隨考試局的題型。未必是 C&A guide，但會在考卷上嘗試分析現在的常用的字眼和題型大概的模式。例如坊間的練習題，有一些題目問法很明顯和公開試的要求不一樣，或者程度上不一樣，那麼我通常就會剔走它們。我都會睇好多…每年都會出版一些新的，但是如果唔適合用我都盡量剔走它們，叫同學都不要試，避免他們混淆了。而且答題技巧上如每個始終老師都會有少少不同做法，所以我諗最重要係適合自己的施教順利程度。內容上就如剛才所講，書本是一個參考性質，坊間有一些都是想補充一些恆常或者好 hit 的議題，我都未必會用全本，都是睇下我想要什麼…如果有個同學…或者咁講，考公開試可能**今日香港**會問好多，但係書本上捕捉不到或者我們 check 到我們的學生其實在這方面或者某個部份的認識很不充足，我就會嘗試去搜尋多一些，所以係 content 上我很少依賴出面的雞精書。

Interviewer： 所以其實出面的資料都是補充書本內不夠 updated 的新聞?

Teacher B：係。

Interviewer： 如果整體來說，你覺得通識教科書還是坊間的教材比較有助老師教學?

Teacher B：那一定是教科書。因為除了內容上之外，教科書是一個配套。它會告訴你每一個禮拜其實要做什麼、這個練習期望培養什麼。它亦都會有一個方向性給老師。但坊間的練習就只是一個練習，但如何運用和有什麼目的就要視乎老師自己有沒有自覺性想用什麼。

Interviewer： 你剛才說書有一樣比較好的地方就是有配套而且有方向性，除了這些以外你認為教科書還有什麼優勢不能被其他教材取代? 例如一些剪報或者短片…

Teacher B：（思考了很久）我又不覺得有…反而這兩樣是書本不能做到的。例如片段上面的（內容），一定會比課本上 updated，剪報就更加…新聞觀點…有很多出版社或者一些報商…我們現在都會訂報紙，其實他們（報紙）更加會做到不同觀點的分析。書本只能夠給我們一些較為恆常的議題。如果真的要說，只能夠是一些很恆常的議題而不是最新最 update 的，他們（書本）的內容上就會紮實一點。但始終公開試的趨勢未必傾向完全都是恆常的議題。這些（書本）只能幫同學去理解某一些 concept。只能夠說是幫學生掌握 concepts。

Interviewer:　我知道中三有一些統一的教材但是中四則沒有。為什麼有這樣的安排?

Teacher B：中四沒有嗎?其實我想只是巧合⋯其實以往高中就更加（有統一的教材），因為第一年我們都是摸着石頭過河，更加想自己設計一下教材，讓老師自己有一個方向，知道如何教（通識）。所以其實理論上每一個高中的單元都有一套工作紙，可能只不過今年巧合同事沒有空 update⋯所以就沒有。所以其實初中和高中都應該有一些工作紙的。

Interviewer:這間學校屬於 Band two 程度，你有試過在其他能力比較好或者差的學校任教嗎?

Teacher B：如果是教學就沒有了。

Interviewer:那麼你認為學生的學習能力會影響你如何使用教科書嗎?

Teacher B：當然會。我們的同學能力是弱到一個⋯可能一些 common sense 他們都掌握不到。你有經驗⋯講基本法⋯他們講的東西其實很不着邊際。但書本在這裡就一定會有一些東西。以高中為例，在一些能力比較弱同學上，我會比較依賴書本。但一間學校也有能力比較好和能力較弱的同學。能力比較好的同學，我會嘗試給他們多一點額外的片段或者資訊，或者其他新聞時事，嘗試和他們分析，做多一點⋯依賴書本的機會比較少。

Interviewer:那麼除了學生的能力之外，通識的不同課題/議題會影響你使用教科書的程度嗎?

Teacher B：我覺得和剛才的有一點類似。要視乎學生的個人經驗是怎樣。我們這一類學生很少有課外體驗，他們很難掌握⋯例如中國的國情。去到一些和他們個人背景很不相類的課題的時候，我會比較少用書本。因為他們會有一個想法就是「書本講什麼就是什麼」。但書本某程度上都是很單方面的。我會給他們多一些體驗⋯好似頭先所講的片段，和一些人的評論，正常先給他們多一點角度。這樣做有兩個用處，一來內容上會豐富一點，第二我覺得興趣都會大一點，因為個距離太遠他們不會有心機聽。「反正都是講書，我自己返屋企睇都得啦」，但問題是他們是不會睇的。但如果相反，我發現有很多東西在這裡，他們要了解多少少，書本就可以調返轉，他自己返去真係會睇下，補充多少少，

在這些情況下我就會用多少少額外的東西。正如你剛才說**今日香港**會考多一點，它都可能會貼近到生活。我會先從書入面的內容講起，因為入邊有很多謬誤。他們（學生）先攞一些基礎的東西，紥實一點先出去（考試），我個人覺得會穩陣一點。

Interviewer:你剛才說，多給學生一點體驗會令學生對於學習某個課題，甚至是通識有較大的興趣。在你過往的教學經驗裡，你認為使用教科書或者其他教材會影響到學生的課堂表現嗎？

Teacher B：我諗同學在不同的教學策略上，分別其實 depends on 他當日的狀態。如果實在一點說，我覺得其實是看教學目標。如果同學仔入到課室是很有意識，阿 Sir 今日攞本書出來不只是講書，而係想跟他們 train up 一個題型，那麼我們做的練習幫她解題，在資料內搵 tips，他們的興趣會大一點。其實講到尾就視乎目標，但用課本上堂就一定會安靜一點，因為相對上（教學方向）又會單向一點。但都不是東西可做的，例如睇下會不會將他們分組，叫他們一起找線索然後答問題。這些都是一些其他其他教學策略。我覺得不一定有很明顯的分別。

Interviewer:意思即是其實學生的學習動機反而影響比較大?

Teacher B：他清不清晰（教學目標），還有當天的狀態如何。

Interviewer:通識科的最大目標就是訓練學生的獨立思考，因為香港的教育制度被批評為只為考試、背誦。你認為如果通識科去到最後老師和學生都需要依靠教科書，否違背了原本的理念?

Teacher B：我覺得始終都係 related to 考試。如果我們攻利一點說，（考試）一定有遊戲玩法。如果有遊戲玩法，

大家都會很自然嘗試去拆解現在的做法是怎樣，或者出題的題型模式是怎樣。Base on 這樣東西，大家都會…其實書商都會…我們老師自己都會…自然會去設計一套適合考試為主的模式去教學。那怕是題型，哪怕是一些恆常問的 concept，或者我們 tip 它的議題。很難避免不完全有一些固定的模式在當中，但至於能不能夠很理想地實行當初通識科想學生完全拋開，或者解放多一些思想，我覺得視乎老師自己在自主課堂中如何去運用他的教學策略。例如我很想說（教）自尊，那麼自尊五感你一定要認識，教就一定要教。但當你教的時候，如果能夠運用到某些同學，或者他們身邊經歷過的例子去做分析，其實同學的掌握會比較好。幫他掌握得比較好的時候，（學生）自然能夠應用在不同的情景。這個時候就不一定是為了考試。因為雖然考試都是希望他能夠運用在不同情境上，但他起碼對於這個 concept 的認識有加深了。那麼我覺得都不一定說是完全抹煞了它(教科書)能夠啟發同學思維的一個方法，但就一定未係最理想。

Appendix 5- Transcription of the interview with teacher C

This appendix presents the transcription of the interview with Teacher C in mixed-code with both Cantonese and English.

Date: 14thApril, 2016

Time: 10:30am

Venue: Student Study Room in school library

Participant: Teacher C and interviewer

Interviewer: 想請你回想一下上一次在課堂裏面使用教科書係點樣的情況?

Teacher C: 教科書…教科書通常我地有幾個做法。第一就是我會用它的議題探究。第二個最主要用的會是練習題，因為他都有一些合適的答案和框架。主要是這兩樣…

Interviewer:那麼書本內的概念字你會用到嗎?

Teacher C:部份，我們會進行篩選。因為就着同學的能力，而且有一些部份我們認為是課程以外的東西，我們就不會講。

Interviewer:那麼在開始一個新的課題時，你會使用通識教科書還是自己製作的工作紙?

Teacher C:其實是同步的。我們會針對一些 content based 的議題，我們可能會先落咗一些定義或者一些他們需要認識的概念，然後才開始接觸那一個 issue。但有一些我們認為共通性比較強的，或者比較容易掌握的，相對我們就可能會先講解議題。

Interviewer: 那麼除了在課堂內，在你課餘的時候，你會使用通識教科書嗎?

Teacher C: 備課。例如有一些概念我們認為是重要的，就會叫學生 mark 低第幾頁至第幾頁，這些重要的概念你要記住。舉個例子，我們講今日香港內的生活素質，生活素質的定義，其實書入面寫得幾清楚，很仔細，這些我覺得無需要花很多時間去教，慢慢同他們講，就會請他們返屋企自己睇。第二部份可能就是有一些議題我覺得對他們來說都算適切，例如討論法治裏面的替補機制或者司法覆核，我們覺得都算是適合同學用。可能我們就會在這部份做一些預備，即是將那一部份的議題探究放在課堂裏面使用。

Interviewer: 那麼在進行 IES 的時候會有需要使用教科書嗎?

Teacher C: 不會使用，我們是（用）全校本的（教材）。

Interviewer: 那麼在準備考試題目或者功課時會參考通識教科書嗎?

Teacher C: 唔...都會有一些...但不多。出測驗卷通常我們會就着該時期的新聞或者是我們曾經教過的一些書本內的議題又或者是工作之內的議題。我們嘗試做一些轉移，攞一些相近的議題考番返同類的東西，讓他們掌握技巧、題型等等。

Interviewer: 我知道中三有一些統一的教材，但是中四則沒有。學校為什麼會有此決定?

Teacher C: 中一至中三是因為實在坊間很零碎，所以我們嘗試用一些統一的教材，再加上我們的堂數相對少一個 cycle 兩堂，所以我們就覺得不想有太多的演化，讓他們（學生）就着一些基本的能力或者對通識的一些基本內容掌握得到，我覺得就足夠。但中四開始...其實中四我們以前都是用統一教材。其實主要是今年開始轉，

但只是中四。中五、中六都是用同一教材的。中四今年開始轉的原因是因為我們覺得，就着不同學生的能力、差異相當大。另外就是書已經有一點咁舊，即時果一個出版，所以我們都嘗試去讓同事可以就着他對這一科的知識...我們都有傾好哪一些地方是必須要教的，教哪一些部份，然後就在練習上面統一。但至於教學上的方式，同事可以自己去拿捏。

Interviewer: 中四今年突然開始沒有使用統一的教材，這樣又令到你們的工作量增加很多嗎?
Teacher C: 一些吧，但其實通識科的生態...我們都是這樣的。就算書本裏面的資料再 updated 也好，我們都會就着課題做很多...特別是貼近時事、貼近現在的整個形勢所帶出的內容，都預咗...其實很少教材是我們自己用而用超過兩年的，通常都是兩年整一次...最少都要兩年整一次...

Interviewer: 我知道你在教授通識科前曾經教授其他科目，你認為其他科目和通識科在準備教材上的工作量是否明顯地有差別?
Teacher C: 是差很遠的，這是真的...因為我們是比較...也不算是很 content based 的科目。相對於其他的，例如一些數學，science 的科目（工作量）是很明顯的。

Interviewer: 其實對於一些剛入職的通識老師來說，自己預備教材有一定難度，有時候會很依賴教科書。在你剛接觸通識科時有面對類似困難嗎?
Teacher C: 這個一定是的，當對課程文件...實質上課程文件出版的時候，對議題的拿捏還未是很準確，就算是教科書都未攞得很準。大家都是睇住...on hand 手上的資料不是很多的時候，那段時間用書實質是多的，係相對用得多...同埋特別對於我們這一科的同事來說，因為我們大家的底都有一些不同，我是 science 的 science 人，有一些文底的人，有一些是商底，隻隻唔同。可能他們去處理同一個議題的時候，方法或者他所認為要重視的內容都有所不同，所以教科書是可以做到幫我地守住。。即是某些地方一定要做一定要教。教科書就有這個功能，特別是頭一兩年的時候。

Interviewer: 那麼當一個通識教學團隊已經熟悉了課程後，教科書的作用就減少了嗎?
Teacher C: 教科書都有它的用途...例如，實質上，很多知識上的東西，它(教科書)是可以讓我們去豐富教材，因為很多時作為老師我們所掌握的可能是一些議題或者時事。將時事演變成為一些既可以用到概念，又可以做到(知識)轉移，又可以出到題目...這些功夫其實是教科書某程度上可以幫到我們（老師）。實質上，現在的教科書都轉變得很厲害。

Interviewer: 有什麼轉變?
Teacher C: 很明顯，第一就是知識。從知識變成一些議題。同埋以考核作為目標的一個運作，這是很明顯的。又或者是以前的教科書沒有太多的例子。現在你看到坊間很多教科書...它現在在改版...因為今年剛剛就會是一個大改版，因為剛出了中期檢討。中期檢討之後就出了一套資源套，書商自然地就會跟着資源套再作出一些修正，而且都開始嘗試貼近資源套去發展一些網上的教材。實質上，網上的教材，作為一個老師我們所做的，相對他們(書商)來說是有限的。舉一個例子，就著一個主題，它(書商)可以找到二、三十個有相關的議題，可以讓你(老師)選擇。這些是我們自己老師未必預備得到的。

Interviewer: 通識科的最大目標就是訓練學生的獨立思考,因為香港的教育制度被批評為只為考試,只為背誦. 你認為如果通識科不停改版，偏重了考試技考，最後會否違背了原本的理念?
Teacher C:我就覺得不會。因為雖然我們說這都是一個操練題目或者操練題型，但其實好睇老師點樣用。當我們

用的時候，實質上是操練考試技巧但同時這些考試技巧是包含了思考模式批判思考。這一類都是通識科想做出來。所以其實沒有答案可以背，就算教科書出幾多題目，幾多所謂的標準答案，其實回應不都對到現在通識科的考試。考試始終都是強調一個以思考議題半為主，對該件事情有自己獨立的看法。這麼教科書 train 緊這樣東西，而我們學科都 train 緊，我覺得沒有明顯衝突。反而你說以前實質上教科書嘗試去做背誦內容，這樣反而走錯了路，大家都覺得不是很通。

Interviewer: 市面上有很多不同的通識教材，例如一些網上通識平台，通識報紙專欄，雞精書等等。你會參考這些教材嗎?

Teacher C:有，我們各方面都有用。我們中四五會用報紙，在晨讀時間。雞精書就會中六用。我們會有一些叫做題型拆解，中五就會買和用。另外通識網出了一堆試題我們都會讓學生做。資源套因為剛剛才推出現在我們還在消化當中，但我們都會用。所以其實書本是一個輔助，我們的主線都是針對課程文件去做一個規劃，點樣幫助學生去掌握到通識科。而教科書就可以…特別是在知識、定義、概念或者部份題型拆解上面可以幫到手。

Interviewer:　即是未有資源套前，只用教科書不足夠?
Teacher C: 不足夠

Interviewer:教科書有什麼不足令你…?
Teacher C:兩樣吧，例如過期，兩年前…所有書都是兩年前的資料，這樣就不足夠。第二樣就是它有時會有一些太多額外的，我們覺得不太重要的議題，可能和課程沒有太多關係。第三，可能我們針對一些覺得學生要掌握得好一點的議題，例如生活素質來說，可能教科書只是處理了一個面向，但我們希望可以再多兩、三個例子，這些我們就會額外用工作紙去作一些補充。

Interviewer:你認為書本能夠協助學生建立批判思考嗎?
Teacher C:我認為這取決於不同出版社。有一些出版社會「畫公仔畫出腸」，它們很怕你不認識，所以就會將一些論點 show 俾你睇。好處就是「啊！原來我都冇諗過這些（論點）」，壞處就是他們不用經歷思考。在這一個部份上面老師就要小心選取。否則就會很容易變成我剛才所說的，只是純粹提供一些多種角度，但學生 pick up 了這些多角度又不等於他們能夠在其他議題上發揮同樣作用。

Interviewer:在你過往的教學經驗裡，你認為使用教科書或者其他教材會影響到學生的課堂表現嗎?
Teacher C:我又唔多覺。甚至有一些學生是想有（用）書的。因為實質上考試前，學生最喜歡問「其實我要溫什麼?」我跟他們講溫工作紙，對於同學來說，工作紙寫了很多東西，但是他們寫下來的東西又未整理得很理想。他們很自然就參照其他科的運作：其他科的老師會講「準備考了！我們考頁幾至頁幾。」這樣學生會覺得有一些安全感。

Interviewer:那麼學生會討厭用教科書嗎?
Teacher C:少。當然睇片是吸引的…或者做一些課堂討論、課堂遊戲當然比叫他們睇書吸引，不過我又覺得兩者都要有。

Interviewer:有什麼因素會影響你使用教科書的決定?
Teacher C:有兩個層面。第一個是用不用，第二個是用哪一本，因為坊間都有很多不同的出版商，而我們都會篩選到底哪一個出版商是適合我們的同學。

我們都是傾向用（教科書）的，用的原因都是如剛才所說，學生事實上是有一些「渣喇」是好的。就着我們的工作紙，我們又未可以建構到一個很完備的資源套，可以幫助同學就着那些議題有很深入的認知。我想在過往的幾年都是這樣。當然會不會有轉變，我都不敢說，因為實質上現在教育局新出的幾本資源套，其實開始在貼近我們教科書那種模式。我們亦有機會…可能越用得多資源套，我們會考慮有一些（教科書的）單元不用也不出奇。第二樣，選擇什麼書，我們就會視乎學生的能力。不同出版社有不同的特色，有些出版社很強於一些考評。例如成本書都充斥着很多題目和答案分析，教學生如何回答某些題型。某些課本很強於知識、延申知識、額外延申知識。亦有一些書是很貼近一些時事，即是整合時事。因為現在他們都是很先進的，用一些 QR code 或者一些網上的教材。雖然這些資料是舊，但用一個 QR code 的形式，它（出版商）可以將一些新的資料放上網。教就是書內的議題，但老師 click 上去就會彈了一堆時事。這些出版社，特別是和報紙有關連的出版社在這方面是很強的。對於老師來說，我一定不能做得比它好，在新聞搜集上，因為它真是一個專家，這些都是我們會考慮。就著可能某些單元要求的時事比較多，例如**今日香港**，我們會用這一方面考慮。反而，你話**現代中國**，或者**公共衛生**這兩個單元，可能知識性比較多一點，可能我們就會選擇一些在課外知識做得比較好的出版社。所以其實我們六個單元用了四個出版社，就是因為這個原因。當然另外一個原因就是因為不同出版社有不同的資源，出版社真的給了很多額外的資源讓我們去幫助學生。

Appendix 6- Transcription of the interview with student 1

This appendix presents the transcription of the interview with student 1 in mixed-code with Cantonese and English.

Date: 13thApril, 2016
Time: 09:30
Venue: Student Study Room in school library
Participant: Student 1 and interviewer

Interviewer:在課堂以外你會使用教科書嗎?
Student 1: 做功課。例如它問你一條問題,就在相關頁數找一些相關的因素,然後再在裏面找一些例子。

Interviewer:那是因為問題本身已經預設了要在書本中找答案嗎?
Student 1:理論上是。因為大部份的題目都是 base on 案書裏面的題目,可以相連於書內的東西。

Interviewer:那麼如果問題沒有要求在書裏面找答案,你會使用教科書嗎?
Student 1:很少。

Interviewer:那麼在進行 IE S 或者溫習的時候你會使用教科書嗎?
Student 1:通常都是睇 notes 多一點。IE S 就未開始做。

Interviewer:那為什麼在溫習的時候你不會使用教科書?
Student 1:因為(書本內容)太多了,令到我很亂,不知道要溫那一部份。Notes 就會簡約一點。

Interviewer: Notes 是上課時自己抄寫還是老師…?
Student 1:自己寫或者(老師)派的那一些。

Interviewer:那麼在課堂中,你如何使用到教科書?
Student 1:通常是講及相關的議題的時候,有一些基本的概念讓你認識該課題是什麼讓你有一些初步的了解去了解現在在教什麼。例如睇一些標題社會政治事務就會睇返個定義,睇返相關的資訊然後老師從而再每一步去分析拆解給我們知道。

Interviewer:那麼書裏面的例子?
Student 1:通常很少。一係通常就做書後面的題目。少做但是會做。通常都是題型訓練。

Interviewer:除了課本以外,市面上有很多不同的通識教材,例如網上平台或者通識專欄,或者是一些雞精書。你有接觸過這些教材嗎?
Student 1:有。雞精書或者網上平台我都會睇一睇。

Interviewer:那麼你認為那一種通識教材對於你的學習是比較有用的?
Student 1:如果以學習模式來說我認為網上平台比較好。 首先因為網上平台有多元化的資訊,其次更加方便。

第三，未必像教科書或者雞精書上教到你一些答題技巧，而是提供一些資訊讓你可以做到題型（問題）。我自己認為通識學習是一種學習而非一種答題技巧，應該要集中一些資訊性的東西。

Interviewer:即是你認為答題技巧只是其次，掌握得多資訊才能讀好通識?
Student 1:是的

Interviewer:依你所說，通識網上平台的資訊性做得比較好。但其實教科書或者雞精書內都有相關資訊，他們和網上平台的資訊有何不同?
Student 1:通常教科書內的資訊都是前幾年的出版，所以這些資訊不夠更新。同埋因為雞精書或者教科書內的持份者的立場，都是基於出版社。但網上平台不同。例如網上平台中的一些視頻，會訪問不同的人（持份者），了解他們的意見，令我知道不同持份者的角度，了解更多事情背後的目的。

Interviewer:在你的學習經驗中，使用教科書、工作紙、PowerPoint 等哪一種做常用?
Student 1:通常是講的時候比較多。即是老師講書比較多…很少用書。通常是老師已經在書本選取了比較重要的部份，然後再教我們，或者會加入一些時事的分析。例如會講返近期的事情（新聞），或者自己發生的事（個人經驗），再用返哪一個因素可以解釋這件事。

Interviewer:即是純粹使用書本教學的情況是比較少?
Student 1:是的。

Interviewer:通識科在教材上可以有很多變化，可能是使用教科書，或者在課堂中觀看影片、進行剪報或者小組討論等等。你認為這些不同教材會影響你上課的表現嗎?
Student 1:我認為有影響。我認為通識教科書不是老師自己個人的意見。但如果只把書本的內容讀出來，我自己看教科書已經可以。如果老師不是教他自己的東西，我為什麼要聽他講?我自己回家看書已經可以。所以我認為特別是通識教育這一科，是需要從不同的角度去理解，而單靠書不能夠讓你學到通識教育。

Interviewer:那麼如果在上課時老師真的只使用教科書授課，你認為你的課堂表現會是怎樣?
Student 1:我諗我會很不專心，可能選擇做自己的事情，或者自己去看一些（書本）後面的課題。

Interviewer:你指出了書本幾項的不足，那麼你認為教科書有他的優點嗎?
Student 1:方便吧。例如有些題目不懂得做，我會嘗試看一看教科書有沒有一些教學指示。如果沒有的話或者不夠全面的時候，我才會在網上平台找資訊幫助自己。

Interviewer:這代表教科書可以提供到基本的答題資料給你嗎?
Student 1:是的。

Appendix 7- Transcription of the interview with student 2

This appendix presents the transcription of the interview with student 2 in mixed-code with Cantonese and English.

Date: 13rdApril, 2016
Time: 16:00
Venue: Student Study Room in school library
Participant: Student 2 and interviewer

Interviewer: 在課堂以外你會使用通識教科書嗎?
Student 2: 做功課，老師叫我們在教科書中做一條題目，好像是假期功課來的。我拿教科書出來看一看…（翻開書）這一題，講法治的。

Interviewer:那麼你能在教科書中找到答案嗎?
Student 2:做的多會好一點。

Interviewer:如果要你不看教科書，自己想答案會很困難嗎?
Student 2:好難…點都要睇下書。例如找一些定義。

Interviewer:除了定義之外，一些概念或者事事例子你會參考教科書嗎?
Student 2:例子方面很少，通常都是睇分好那些…社會…個人…那些。

Interviewer:即是書內的小標題?
Student 2:是的。

Interviewer:為什麼你不使用書本內的例子?
Student 2:網上的多點、新點

Interviewer:溫書會用教科書嗎?
Student 2:多數是老師給了題目然後自己做，不會睇書。

Interviewer:考試、測試前溫習都不用教科書?
Student 2:沒有用。書本…沒有可以寫到的東西

Interviewer:但你剛才說的定義…?
Student 2:那些是針對書本內的題目才有用。

Interviewer:那麼即是下課後基本上你不會使用教科書?
Student 2:是的

Interviewer:課堂上用書?

Student 2:以前會 hightlight 一下定義，一路教一路做。例如（老師）會講「這一句是定義，然後問低它」。但通常是初中才用這方法。

Interviewer:那麼會用及書內的一些概念字眼嗎?
Student 2:以前我們要背這些定義，因為考試會出。測驗默書都會出。

Interviewer:課堂中會使用教科書內建議的小組活動嗎?
Student 2:很少...初中會比較多...高中很少....如果真是做小組討論，那些資料都是老師另外準備的。

Interviewer:市面上其他通識教材你有接觸過嗎?
Student 2:有上網看過一些通識的東西，例如 DSE 試題。Facebook 有些人會分享最新的試題。

Interviewer:除了 DSE 屆界試題外，其他的教材你會用嗎?
Student 2:很少，我比較多看新聞，很少去看教學相關的東西。

Interviewer:為什麼?
Student 2:因為我覺得自己去了解新聞會知得比較多。加上出了相關的問題，我自己可以再寫得清楚一點。如果新聞經過自己消化，使用時會較得心應手。始終自己諗過的東西記憶都會深一點。我會自己諗過再睇一下別人甚樣講。

Interviewer:即是教科書或者其他通識教材只會在你思考過後才作為參考?
Student 2:可以這樣說。

Interviewer:除此之外，教科書還有什麼不足?
Student 2:太多資訊。另外書不能令我們思考，它很直接...令我諗得比較少。

Interviewer:教科書有令你欣賞的地方嗎?
Student 2:它的資料鋪排得很清楚。

Interviewer:在你學習過的單元上，你覺得哪一個比較適合使用教科書來學習?
Student 2:法治吧。因為法治是一個很實在的概念。但如果是個人成長，每個人有自己的意見，概念並非很實在。實在的概念用書學習會比較好，因為書本不會用太冗長的文字去解釋。而較模糊的概念則會有一大堆文字，會令到我很亂。

Interviewer:那麼如果處理這些比較模糊的概念，你認為怎樣的教材能夠幫助你學習?
Student 2:用一些例子或者新聞去講解會比較好。

Interviewer: 通識科在教材上可以有很多變化，可能是使用教科書，或者在課堂中觀看影片、進行剪報或者小組討論等等。你認為這些不同教材會影響你上課的表現嗎?
Student 2:多一點用例子...用最近發生的例子。用書的話我諗我上課不會很踴躍。

Appendix 8- Transcription of the interview with student 3

This appendix presents the transcription of the interview with student 3 in mixed-code with Cantonese and English.

Date: 19thApril, 2016

Time: 13:15

Venue: Student Study Room in school library

Participant: Student 3 and interviewer

Interviewer: 在課堂內是如何使用通識教科書?

Student 3: 通常老師很少用書,都是叫我們間下重點。通常都是用筆記,或者口頭講解。他成日都說「如果我用書教,我根本不用在這裡」。 另外他會另外從書本中整理一樣叫腦圖的東西始我們,另外他會以個人的見解去解釋一個概念。通常我們背的那些概念是他用自己文字整理過的,但用書本裏面的都可以。

Interviewer:你說上課會間重點,通常是間哪一個部分?

Student 3: 重要字眼。例如生活素質。他說即是考試出了有關題目我們至少都知道這是什麼。同埋好似生活素質中有分物質、非物質等他都要我們間書。

Interviewer:你說上課用書的情況很少...

Student 3:其實又不是,個個老師都不一樣。中一時都是用書教的,都是間下書,當時還有用作業,默下概念字這樣。到中二三的時候,一時時用書,有時會叫我們用筆記。

Interviewer:你試過用不同的教材去上課,你自己比較喜歡哪一種模式?

Student 3:筆記。因為筆記比較好記,而書本是一大堆文字。我見到文字就會眼花!所以在文字上的東西我全部都不合格的。字愈少,我溫習就愈準確。

Interviewer:你剛才所說的腦圖,是如何整合成的?

Student 3:書。例如用生活素質做例子,當中分物質、非物質,然後有什麼因素影響它。 即是是將書本內容簡化成了腦圖。我是一個視覺藝術方面比較好的人,腦圖有些花款,會比較幫到我學習。

Interviewer: 在課堂以外你會使用通識教科書嗎?

Student 3:溫書...考試...其實現在我間中都會用教科書溫習一下概念。同埋自己都會間下書。

Interviewer:那麼在做功課時有機會會參考教科書嗎?

Student 3:會的。有陣時做書本內的題目我會參考筆記,睇下不同題型如何回答。書和筆記都會睇下。

Interviewer:書本後面的題目你會嘗試自己做嗎?

Student 3:會望一下。有一題我媽媽迫我做。

Interviewer:市面上有很多其他不同通識教材...

Student 3:我爸爸買了很多給我...一大疊...他買了兩本。它其實是一個課題中會如何問答題目,同埋問贊不贊成它會寫下兩邊的立場,是分析題型的書。另外一些就是提供不同課題裏可能會出的問題。我覺得無用,我覺得有一些東西已經改了 system。每一年的東西都會有些改變,例如英文科,它時不時就會...我聽 miss 說每一年都會加多幾隻字落去(公開試範圍)。這些雞精書是跟不上每年的變化。同埋就算買了我都沒有時間看。

Interviewer:除了書,報紙專欄或者網上平台有用嗎?

Student 3:無,沒有時間。

Interviewer:即是最主要是靠堂上筆記和教科書學習?

Student 3:是的。

.

Interviewer:通識教科書在學習上有什麼好處?

Student 3:有一個範圍。如果有本書的話,老師出卷時會就著這個範圍去找一些去考我們。它有個範圍,可以讓你把不同概念塞入題目內。書本是比較全面。

Interviewer:通識書在你學習中有什麼缺點?

Student 3:書本有很多文字跟圖片,有時令我好亂好難睇。資料雜亂無章,有時一堆文字,然後又有一些表格放在附近。簡化一點會比較好。同埋好厚,給人一種拿起就已經不想看的感覺。

Interviewer:用通識教科書去學習時,你試過面對什麼問題嗎?

Student 3:最多是眼太大找不到想要的資料...因為它太厚了。

Interviewer:通識科在教材上可以有很多變化,可能是使用教科書,或者在課堂中觀看影片、進行剪報或者小組討論等等。你認為這些不同教材會影響你上課的表現嗎?

Student 3:會…書真是有一點悶…

Appendix 9- Transcription of the interview with student 4

This appendix presents the transcription of the interview with student 4 in mixed-code with Cantonese and English.

Date: 22ndApril, 2016
Time: 16:30
Venue: Student Study Room in school library
Participant: Student 4 and interviewer

Interviewer: 在課堂內是如何使用通識教科書?
Student 4: 很少用書,其實買書不知是為了什麼。入面的題目其實是沒有評分標準的,改都改不到。

Interviewer:那麼一些通識的概念通常是如何學習的?是用書本裏面的概念?
Student 4:其實這些概念就是一個解釋…

Interviewer: 在課堂以外你會使用通識教科書嗎?
Student 4:我有的。因為把通識書帶回家我不是用來溫習,而是後面有些題目做完後交給補習老師。但我的補習老師說通識書很奇怪,題目沒有評分標準,都不知道要寫幾多個 point。

Interviewer: 那麼在做功課時有機會會參考教科書嗎?
Student 4: 為什麼要用? 根本沒有用的。唔識做我會試下睇 notes。

Interviewer: 市面上其他通識教材你有接觸過嗎?
Student 4:有,我最近才開始接觸。我上了星島日報的…那裡有六個通識單元,每一個單元都有屬於它的新聞時事,然後會有一個概念圖。有一些問題,概念詞語和資料,而且有評分標準和答案。

Interviewer: 那麼和教科書比較哪一個好點?
Student 4:應該是星島。它寫得很詳細。通識有一個不好的地方就是書沒有答案和評分標準,做完問題都不知道正不正確。

Interviewer: 教科書有令你欣賞的地方嗎?
Student 4: 書唯一的好處就是多論例,即是例子。做通識的長問題時需要加入很多例子,例如題目裏要求我們寫「就你所知」,書可以幫助我們補充「就你所知」這一部份的例子。

Interviewer: 教科書有什麼不足?
Student 4:現在很多時候通識都是跨單元。書是幫不到我去應付跨單元的問題,我試過做一條跨四個單元的問題。因為教科書是很獨立去教每一個單元的。例如這本書只是講個人成長,面對一些又講個人成長再加上今日香港的問題,可能寫的內容竟會不夠充實。

Interviewer: 通識科在教材上可以有很多變化，可能是使用教科書，或者在課堂中觀看影片、進行剪報或者小組討論等等。你認為哪一種教材會比較吸引你上課?

Student 4:Notes。書有一大堆字，它完全沒有幫你精簡文字。基本上，要表達一樣東西它用了很長的句子去表達。notes 是老師已經幫你精簡了一些重點。書好像有一點廢話。

Appendix 10- Transcription of the interview with student 5

This appendix presents the transcription of the interview with student 5 in mixed-code with Cantonese and English.

Date: 22ndApril, 2016
Time: 16:50
Venue: Student Study Room in school library
Participant: Student 5 and interviewer

Interviewer: 在課堂內是如何使用通識教科書?
Student 5:之前有通識老師講過其實通識教科書是沒有用的。他有給我們筆記，但書本沒有用。對上一次用是老師給我們功課。

Interviewer:那麼一些通識的概念通常是如何學習的?是用書本裏面的概念?
Student 5: 老師有時會用書，有時會是自己的解釋，同埋 note 這三樣東西令我們明白。不過重要那些概念詞語和解釋他會給我們。

Interviewer: 在課堂以外你會使用通識教科書嗎?
Student5: 我從未試過把通識書帶回家用…

Interviewer: 但做功課或者其他情況下不會需要用書嗎?
Student 5:不會，通常都是睇下報紙，因為通識的東西都是關於時事。書本只是把果樣野文字化了，比較接近社會的東西會好一點。平時我很少帶通識書回家。第一，書本的內容很概念化，很死板，很難去理解。另外通識書是比較不貼近議題，很少例子，我們很難掌握。它只是沉悶的字面解釋。

Interviewer:溫書呢?
Student 5: 我上堂有抄下 notes, 有時老師都會俾。自己抄的東西易點溫同背。

Interviewer: 即是課堂外很少機會使用通識教科書嗎?
Student 5:因為考試中有不同的答題方法，而通識書很少講及，或者規定了某種答題方法，這樣有不好處，所以不會跟隨教科書。

Interviewer: 市面上其他通識教材你有接觸過嗎?
Student 5:我們學校逢 day 4 會派通識報紙，通常這份報紙有一些時事例子，再引申一些可能會出的問題。而這些問題是牽涉了六個不同單元，例如個人成長和今日香港。它最後會有答案和答題框架。

Interviewer:和教科書比較哪一個好點?
Student 5:第一，它有時事例子，這是通識中很重要的。第二是答題技巧。通識不是一個一加一等於二的學科，你要清楚它的玩法。

Interviewer: 那麼教科書中的例子你會嘗試參考嗎?

Student 5:那些例子很舊，不 updated。就算把今日的事情寫在書上，書出版的時候可能已經過了幾個月，甚至幾年。我覺得報紙會好一點，它已經講到當日發生的新聞，如果和教科書比較，這些例子不是更跟得上嗎?
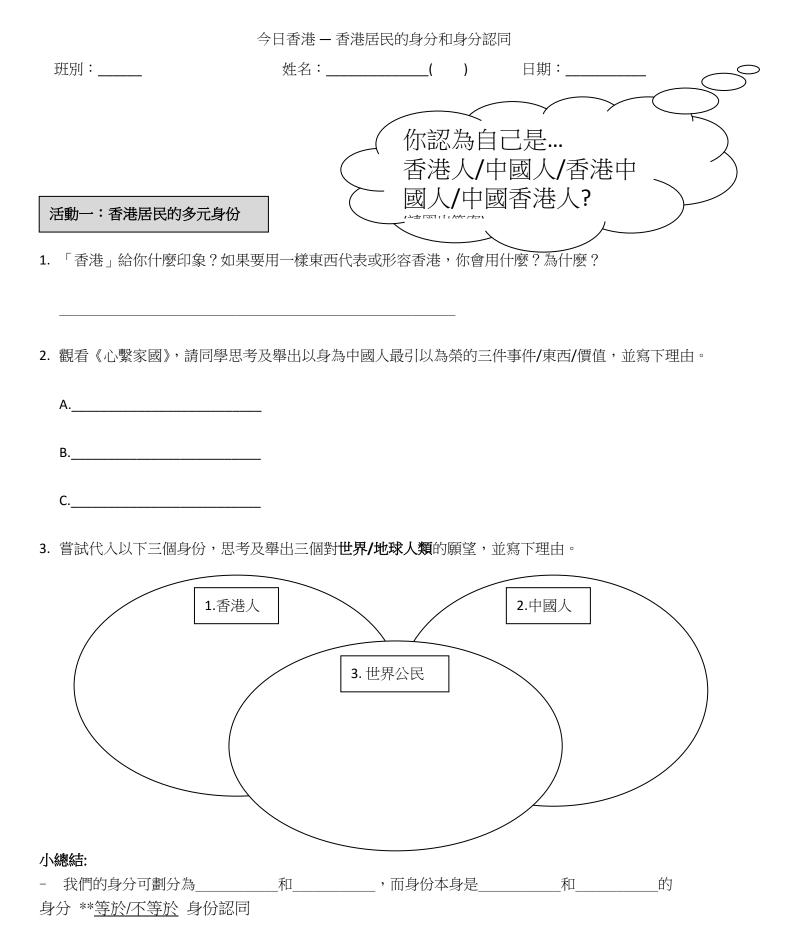
Interviewer: 教科書有令你欣賞的地方嗎

Student 5:都有的，有時候講一些概念時它會有一大段文字做補充。

Interviewer: 通識科在教材上可以有很多變化，可能是使用教科書，或者在課堂中觀看影片、進行剪報或者小組討論等等。你認為哪一種教材會比較吸引你上課?

Student 5:　notes。例如身份認同...你是否認同你的感受...但書把它文字發化，加入了其他東西，好像把一些很簡單的東西弄得很深奧。同埋有時書不能配合同學的程度。有時如果我們對某些議題或者題目比較弱的時候，如果可以針對我們的問題用 notes 不斷去改善會比較好。

Appendix 11- Summary of background information of informants

		Teacher A	Teacher B	Teacher C
Gender		M	M	M
Educational Background	1st Degree	Economics	Biology	Science
	Further Study	Humanities	Liberal Studies	Liberal Studies
	Training regarding NSS LS	Nil	Yes	Yes
Current post in School		LS Teacher	LS Teacher	LS Panel
Level of student taught (Only LS)		Secondary 3	Secondary 3,5	Secondary 4,5,6
Current subjects taught (besides LS)		Economics	Biology, Science	Religion
Teaching Experience (Year)	Total	35 years	Did not disclose	More than 10 years
	LS	8 (NSL); 0 (ASL)	8 (NSL); 0 (ASL)	8 (NSL); 0 (ASL)

Appendix 12- Lesson material 1

今日香港 – 香港居民的身分和身分認同

班別：_____   姓名：_____(   )   日期：_____

> 你認為自己是…
> 香港人/中國人/香港中
> 國人/中國香港人？
> (請圈出答案)

活動一：香港居民的多元身份

1. 「香港」給你什麼印象？如果要用一樣東西代表或形容香港，你會用什麼？為什麼？

   _____

2. 觀看《心繫家國》，請同學思考及舉出以身為中國人最引以為榮的三件事件/東西/價值，並寫下理由。

   A._____

   B._____

   C._____

3. 嘗試代入以下三個身份，思考及舉出三個對**世界/地球人類**的願望，並寫下理由。

   1.香港人   2.中國人

   3. 世界公民

小總結:
- 我們的身分可劃分為_____和_____，而身份本身是_____和_____的
身分 **等於/不等於 身份認同

Appendix 13- Lesson material 2

<p style="text-align:center">今日香港 ─ 香港居民的身分和身分認同</p>

班別：＿＿＿＿＿　　　　　　　　姓名：＿＿＿＿＿＿＿(　　)　　　日期：＿＿＿＿＿＿

香港人/中國人的身份認同如何建構？(影響身份認同的因素)

觀賞「**回歸十八年，不同年代的人如何看自己的國民身份認同？**」這套短片，探索影片中主角如何看代自己的身份，以及其背後原因。

*請先從書本找出相關*因素*,作為討論方向*

1.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

2.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

3.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

4.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

5.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

	香港大學外科學系主任 盧寵茂	香港大學學生會會長 馮敬恩	杏林覺醒成員 馮德焜
所屬年代	1961年出生	1993年出生	1980年出生
立場 (所選擇的身份)			
影響 身份認同建構的因素			