The Impact of the 334 Educational Reform on Caritas Institute of Higher Education (CIHE)

An Interactive Qualifying Project Report

Submitted to the faculty of Worcester Polytechnic Institute

In partial fulfillment of the requirements for the

Degree of Bachelor of Science

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Date submitted: 05 March 2010
Abstract

This project provided recommendations to a tertiary level college, Caritas Institute of Higher Education, to help them navigate Hong Kong’s impending 334 Educational Reform as smoothly as possible. This Reform, to be completed in 2012, will change the curriculum and structure of all Hong Kong secondary schools and will have a direct impact on tertiary level institutions by adding an additional year. Our recommendations were compiled based upon interviews and focus groups with administrators and lecturers at CIHE, and a high school student survey.
Acknowledgements

We would like to thank Caritas Institute of Higher Education (CIHE), Prof. Reggie Kwan, and Prof. Philip Tsang for providing us the opportunity to perform research at their campus. We would not have been able to complete this project without all the help from our on-site liaison Dr. Tsang. We would like to extend a big thank you to all of the CIHE faculty and staff. We also acknowledge the help of Madeline Tsoi and Emil Leung for their help in translating our student survey questionnaire. Danny Lai was most helpful in printing paper copies of all the documents we required, and we also thank all of the office secretaries who helped us get in contact with everyone we needed.

The WPI group would like to thank Mr. Manhoe Chan, Ms. Roberta Ho, Mr. Garry Lam, Mr. Dennis Law, Ms. Kat Leung, and Mr. Philipps Wang and Gary Cheng in addition to Dr. Kwan and Dr. Tsang for graciously allowing us to interview them. We would also like to extend a special thanks to Mr. Charles Chow, Ms. Ho, Ms. Leung and Mr. Francisco Segismundo for their help in arranging lecturer focus groups.

We would like to thank Mr. Stephen Lee as well as all the teachers and students at Caritas Charles Vath College who helped us gather our survey data. We would also like to extend a thank you to Mr. Li Lok Yin of Queen’s College and all the teachers for their help and the students who took part in our surveys.

Finally, we would like to thank our project advisors Professor Andrew Klein and Professor Creighton Peet for all the help and guidance they have given us throughout the last four months. Without their constant support and feedback the completion of this project would not have been possible.
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Executive Summary

Hong Kong’s reunification with the People’s Republic of China in 1997 and changing political and economic climates have brought new challenges for the territory. As Hong Kong’s trade advantage shifts to other port cities in the Mainland, it has begun the transition to a more service based economy. New jobs in finance, hospitality, and communications require many more educated workers than the current, colonial-era education system can provide. In response to these challenges, the recently formed Hong Kong Special Administrative Region Government has enacted plans to reform the Region’s education system to encourage greater participation in post-secondary education.

One of the most significant reforms is the impending change in Hong Kong’s senior secondary educational structure, known as the 334 Reform. The former British colonial education system relied on two tests to limit the number of students who could advance to the tertiary level of the education system. The new system will reduce the focus on testing as a means of determining advancement and give all students the opportunity to complete the post-secondary education level. While additional students finishing the post-secondary education level will be beneficial for Hong Kong, it is unclear what impact this will have on the current post-secondary educational institutions. Caritas Institute for Higher Education (CIHE) is a post-secondary level institution located in Hong Kong that is profoundly aware of the approaching challenge.

The goal of this project was to provide recommendations to CIHE on how to best navigate the impending 334 Educational Reform as successfully as possible. To accomplish our goal we developed a series of objectives based upon unique needs and attitudes of all involved parties including administrators, teachers, and future students. The first two objectives were to
separately identify the concerns, needs, and responsibilities of both the lecturers, and the administrative staff. We also wanted to gain a better understanding of secondary students’ views of tertiary education.

Based up on our objectives, several methods were employed to achieve our goal. We identified administrator concerns about the Reform by interviewing the administrative staff at CIHE. Focus groups with lecturers were also used in order to gain insight into their perspectives. Finally, we surveyed current secondary school students who are directly affected by the 334 Reform about their plans for continuing education upon graduation.

Our data suggested that most lecturers and administrators supported the 334 Reform. While they were all apprehensive of the effects of the ‘gap year’, a transition year when significantly fewer students than usual would be graduating, most felt confident that CIHE would be able to handle the Reform successfully. Our survey of current secondary school students revealed that most planned to continue their education after graduation. Our data also suggested that teacher availability was the most important consideration among students when choosing a post-secondary school.

Based on the analysis of our data, we created several recommendations we felt would most benefit the school. We recommend that lecturers be thoroughly informed of changes to the secondary school curriculum that impact them the most. This information must be concise and targeted to post-secondary lecturers because they are likely to ignore irrelevant or overwhelming data.

We recommend CIHE look into acquiring software to manage the student life cycle. This will provide the college with a dual benefit of making recruitment easier through better prospect and student tracking in addition to helping current students find employment by
forging stronger relationships with alumni and potential employers. In order to make this recommendation feasible, the college will need to upgrade its current level of IT support and staff.

Finally, we recommend CIHE look into building a stronger sense of community within each area of study. A stronger, academic discipline based atmosphere would foster a feeling of purpose and belonging among the student body. CIHE should strive to make the campus a place where students want to learn, as opposed to a place where students simply go to learn.

CIHE is prepared to handle some of the biggest challenges of the 334 Reform. They offer many programs that will continue to be in demand during and after the ‘gap year’. Many classes already contain group work and continuous assessment components in line with the ideals of the Reform. By incorporating ideas from our recommendations, CIHE will be ready to succeed both during and after the 334 Reform.
1.0 Introduction

The educational development of a nation is critical for a modern economy to sustain growth. Globalization has moved low-value manufacturing jobs across the world to less developed nations where the work can be performed more cheaply. This has pressured developed nations to rely on high-value, knowledge-intensive industries to provide sustainable employment for its citizens. The shift away from manufacturing to service-based jobs requires many highly educated workers that the existing post-secondary education systems are not necessarily designed to produce. Many nations have been forced to develop programs and policies that modify their educational infrastructure and curricula in order to meet the demands of the twenty-first century.

As a British controlled port in China, Hong Kong territory developed into a diverse and economically powerful metropolitan area. After reunification with China in 1997, Hong Kong lost some of its competitive advantages over mainland ports. To compensate for its diminished role in shipping, Hong Kong has begun to expand and diversify its economy (Steering Committee, 2008). Over the last decade, increased demand for highly educated workers has begun to expose long buried flaws in Hong Kong's antiquated education system. In 2000, following a two-year review by the Hong Kong Education Commission, the government voted to institute the 334 Educational Reform, which will modify the entire education system (Education Commission, 2000). As a result, the strongly British colonial influenced secondary and tertiary education system (five years of junior secondary, two years of senior secondary, and three years of tertiary) is being replaced by a more internationalized system of three years of junior secondary, three years of senior secondary, and four years of tertiary education. Under the proposed system, the two current secondary school exams, the HKCEE and the HKALE, will be replaced by one standardized exam taken in the final year of secondary school. The current
reform will have a significant effect upon post-secondary colleges, including the Caritas Institute of Higher Education (CIHE), a joint venture by Caritas Francis Hsu College (CFHC) and Caritas Bianchi College of Careers (CBCC). Due to the changed examination system and educational structure, CIHE recognizes they will have to modify their student recruitment process. The lecturers and administrators of CIHE will have to adjust to a new and challenging environment.

Thanks to active support from the Hong Kong government, there is a multitude of research on the impact of these reforms. Much of the existing research focuses on quality assurance and assessment methods developed to track such information. Some organizations that are actively monitoring the reform’s progress include the Joint Quality Review Committee (2009) and the Hong Kong Education Commission (2006). The impact of local and global companies and the demands they place on Hong Kong Special Administrative Region’s educational infrastructure have been well researched (Mok, 2000; Mok, 2003; Lumby, 2000; Law, 2004). Additionally, Singapore and Kenya, other former British colonies, have also undergone large-scale educational reforms which Hong Kong can learn from.

The impact of the 334 Reform on post-secondary level institutions is a topic that has not been fully explored. The first wave of students educated under the 334 system will reach the post-secondary level in 2012. Although post-secondary institutions are keenly aware of the reforms and their effects on the education system, many have not yet fully recognized the challenges and lasting impact of the transition to the 334 model. At the same time, it seems that the government has paid little to no attention to the impact on post-secondary level colleges. With the end date of this long journey drawing close, CIHE felt that it was necessary to assess the impact of the transition on its administrators, lecturers, and students.

This project examines the impact of the secondary and post-secondary level Educational Reform at CIHE, a tertiary level institution located in Hong Kong. Our goal was to assist CIHE to
effectively navigate the difficult transition to the 334 system. To achieve this goal, we established three objectives, each related to a specific group of people. Our objectives included separately identifying the concerns, needs, and responsibilities of the administrators, and the concerns, needs, and responsibilities of the lecturers. In addition, we also wanted to assess secondary students’ views of tertiary education. Interviews, focus groups, and a survey were used to collect data and other information directly applicable to the specific problem at hand. Based on an analysis of the results of our research we developed a series of recommendations. These recommendations should allow CIHE to make informed decisions during the reform process that will allow them to accomplish the necessary changes with minimal setbacks or disruptions.
2.0 Background

As the main entrepôt to southern China, Hong Kong has traditionally benefited from a prosperous economy and vibrant culture. Recently, the Hong Kong government has decided to reform its colonial era education system. Hong Kong is not the first former British colony to reform its education sector post-independence. Singapore and Kenya both provide good case studies for what is happening in Hong Kong today.

Hong Kong’s reform plans are broad and ambitious, affecting every level of the education sector. The main purpose behind the reform is to encourage lifelong learning, and greater social and economic participation from every member of the society. Increasing the number of post-secondary school graduates is a clear objective of the reforms with the hope that a more educated workforce will benefit the economy. As a result, the government has launched new programs to encourage associate level degrees because of their relatively high benefits compared to their cost. Caritas Francis Hsu College and Caritas Bianchi College of Careers are two post-secondary level institutions that are actively anticipating the challenges and benefits the reforms will bring.

2.1 Educational Reform in Post-colonial Countries

To fully understand the educational transition that Hong Kong is currently going through one must also understand the British colonial educational system. Whenever the British colonized a region they would impose their educational system upon the local population. The British system puts a great emphasis upon their assessment examinations, which are administered at key points throughout a student’s educational career (Bitner et al., 2007).

Hong Kong is not the only former British colony to reform its educational system soon after gaining independence from the crown (Bitner et al., 2007). Both Singapore and Kenya can
be used as case studies to identify potential challenges and lessons that Hong Kong may soon face. Although the educational reforms in all three locations have been enacted for differing reasons, they all have been relatively recent and extremely extensive.

Both Singapore and Kenya can be used as measuring sticks to evaluate the progress that Hong Kong has made, as well as the progress that it still needs to make (Bitner et al., 2007). Because the reforms have been completed in Singapore and Kenya, we can see all the stages of change, as well as the effects of these changes.

2.1.1 Singapore’s Educational Reforms

In the late 1980’s, many independent schools were created in Singapore that were focused on educating children of the elite (Mok, 2002). However, an elitist system was not the best way to foster widespread, equitable educational development of its citizens. In response, Singapore’s national government began to open schools that they controlled and that would be significantly more accessible to the public.

In the early 1990’s, there were many new schools in Singapore with subpar levels of development and structure. In order to foster the improvement of schools and their programs, the government of Singapore instituted three reforms to their curricula since 1997 (Tan et al., 2000). Their hope was that these changes would continue the positive results that were created by the constructive competition among both government and independent schools. The first of the three changes was a new program whose goal was to, as a nation, learn from each other and revise their assessment techniques. The second was to promote the development of students’ IT skills as part of the curriculum of every school. The final reform that was put in place was done at the university level where admissions departments looked at students’ grades and extracurricular activities, rather than just their test scores.
From the relationships among all of the schools it was learned that competition can be a positive and motivating factor, but only when it is correctly used (Bitner et al., 2007). In accordance with this idea, the Singapore government established the national ranking system. This was based upon students’ overall national test results, the schools’ “value-addedness” (Tan et al, 2000, p.6), and the National Fitness Test. With this ranking system, the secondary schools could determine whether or not they needed to improve their teaching methods, along with anything else that could help students improve their performance. Some of the schools also needed to use research and learn from competitors how to improve their own system. The education and development of individual students should not suffer due to the competition among schools. However, if the competitive nature leads to the betterment of programs and curricula, then it is something that should be fostered.

In Singapore, like Hong Kong, the government has encouraged competition among schools by giving them more autonomy. It is both governments’ hopes that increased competition will foster improved schools that require less government involvement and oversight.

2.1.2 Kenya’s Education Reform

Since Kenya gained its independence from the British in 1956, the government has implemented two educational reforms (Bitner et al., 2007). In the early 1960’s less than 30% of all the students in Kenya moved on to secondary school, and the percentage was significantly lower for blacks than whites (Bitner et al., 2007). In 1964 the Kenyan national government instituted a complete educational reform to ensure that all students would have equal educational opportunities up through primary school. The new system had a 7–4–2–3 educational structure. Under this system, the first six years of primary school are free to all
students, then after the last year of primary school students can continue on to four years of secondary, two years of senior secondary, and finally three years of higher education.

The goal of this change was to increase the number of students who continued on to secondary school (Bitner et al. 2007). While Kenya was successful in achieving this goal, the drastic increase in secondary school students exposed other weaknesses in Kenya’s education system. The existing secondary school system simply did not have the capacity to properly educate all of the new students. As a result of the unprecedented demand, government and Christian organizations raced to fund the creation of new secondary schools. Unfortunately, the schools that were rushed into existence were poorly funded, understaffed and had many unqualified teachers.

The first reform implemented by the Kenyan government, although good in principle, was not effective because of the lack of educational resources. In 1985, the government instituted a second reform under which there was a new 8 – 4 – 4 system. This included eight years of primary education followed by four years of secondary and another four years at tertiary level. The hope was that it would bring more evenly distributed educational quality. Within this reform there was a concentration on scientific education through practical and hands-on classes.

However, the reform was rushed into place. It only took four years to go from a concept to fully establishing the changes in the schools. The government did not have enough time or funding, which left the parents to pay for a lot of the expenses. The system was put in place without having tested it out on a small pilot scale (Bitner et al., 2007). Although this second reform did have its flaws, it has been a change for the better for Kenya because it has made good education possible for a large proportion of the population.
The changes made in Kenya are similar to those happening in Hong Kong. The large, system-wide reformations are geared toward fixing what is seen as a faulty or inadequate educational system. The hope of both governments is to improve their societies and economies through the proper education of their young men and women.

2.2 Overview of Hong Kong

Hong Kong’s two biggest resources are its geographical location and its citizens (Cheng, 1995). Given its location, Hong Kong has served the role of gateway to China since pre-colonial times. Under British rule, Hong Kong’s Confucian society was mixed and infused with Western ideas through trade and other interactions. Many major Chinese cities have been using Hong Kong as an example for economic development since that time. For over a century, Hong Kong’s economy has undergone significant development and transformation. Hong Kong changed from merely a trading port, to the center of light-manufacturing industry, and then to one of the leading financial and trading service centers in East Asia. Hong Kong made it to the level it is at today, not only relying on its key location, but also on its productive labor force (Perkin, 1999).

2.2.1 Economy of Hong Kong, Past and Present

Although the Special Administrative Region of Hong Kong is a relatively small territory, it has a strong economic history. Hong Kong encompasses less than 1000 square kilometers of land, yet it is home to some 7 million people who help Hong Kong to produce a GDP of US$215 billion (World Bank, 2009). This results in a GDP per capita of US$43,800, only slightly lower than the U.S’s per capita of $46,900. Today, Hong Kong is recognized as one of the four “Asian tiger” economies that have reached advanced economic status.

Long before the Opium War in China, Hong Kong was already renowned as “a natural crossroad and entry point to China” (Perkin, 1999, p. 273). However, it was not until after the
British occupied Hong Kong, that it became a global trading city. Western traders preferred Hong Kong because of the stability of the British colonial government over China’s fickle regime. The unique mix of British military, colonial administrators, western traders and Chinese locals all living on an 80 square kilometer island resulted in a unique mixture of culture and tradition only found in Hong Kong.

Over the course of more than 100 years of British colonial rule and over 12 years of being a part of China, Hong Kong’s economy has transformed itself many times. In the pre-World War II period, Hong Kong was transformed from a key salt trading location to a “sleepy fishing village” (Perkin, 1999, p. 274) and then to a major trading port between China and Western nations. During the Korean War in the 1950s, trade embargos imposed on the People’s Republic of China dried up Hong Kong’s traditional sources of wealth creation. To sustain itself economically Hong Kong became a light-manufacturing center for consumer goods (Perkin, 1999). Throughout the 1950s, 1960s, and 1970s, Hong Kong grew to become a major manufacturer of textiles. When Deng Xiao-ping instituted the ‘open door policy’ in China in the 1980s, Hong Kong regained its position as the gateway to China.

From the 1980s onward, Hong Kong slowly shifted itself away from an industry-based economy to a service-based one (Perkins, 1999). Hong Kong businessmen started to build factories in the southern region of China. This allowed them to move the manufacturing centers into China and leave behind the headquarters that would primarily deal with trading and other services. With such a transition, Hong Kong followed other Western nations that shifted their physical labor needs to other, less developed countries, in this case China, and then stepped up to become “a major trade, business and financial services center for PRC, the East Asian region and the world” (p. 274).
After the historical event of Hong Kong being handed back to China by Britain on July 1st, 1997, Hong Kong “became China’s most advanced business financial center” (Perkin, 1999, p. 274). The handover was not without some challenges; however, with careful preparation beginning eight years in advance, Hong Kong’s government and economy managed to maintain its stability, and Hong Kong has continued to develop since.

Hong Kong’s economy has been considered one of the riskiest in the world, because of its reliance on trade and tourism (Fong, 2002). China’s recent economic developments have been a mixed blessing for Hong Kong. Although trade between Hong Kong and the Mainland has increased, Hong Kong has felt the impact of increased foreign trade competition from port cities located on the Mainland closer to Chinese factories. Additionally, prominent Chinese cities like Beijing and Shanghai are looking to replace Hong Kong as the financial heart of China. Meanwhile, the service-based economy of Hong Kong depends on many nations around the globe because of its reliance on international trade. At the start of the twenty-first century, Hong Kong’s external trade was about three times its GDP, and its exports were about 1.5 times the GDP based on service and trading. Many decisions related to Hong Kong’s economy have depended on factors such as global growth and the economic climate in China and the United States, Hong Kong’s biggest trading partners (Perkin, 1999).

### 2.2.2 Current Education System of Hong Kong

Hong Kong’s current education system is heavily influenced by its British colonial period. Hong Kong’s pre-university education system is currently a 6 + 5 + 2 model (Hill et al., 2006). A student goes through six years of primary education, five years of junior secondary education, then another two years in senior secondary forms. After finishing secondary education, a
student can then enter the university level that will require a further three years of study to complete a bachelor’s degree.

Within the seven years of secondary school, students in Hong Kong need to take two different formal examinations: the Hong Kong Certificate of Education Examination (HKCEE), taken in the fifth year of secondary school, and the Hong Kong Advanced Level Examination (HKALE), taken in the seventh year of secondary school (Hill et al., 2006). Figure 2.1 shows that in 2006, about 70% of the secondary students passed the HKCEE. However, only 34% of these students actually attended the final two years of secondary education (Education Commission, 2006a). Roughly 80% of those who attended the sixth and seventh form years passed the HKALE and proceeded on to the university level. Looking at the statistics above, it is no surprise that Hong Kong has a shortage of university trained people in its labor force.

![Figure 2.1: Pass Percentage on Secondary School Standardized Exams. Adapted from: Hong Kong Examination and Assessment Authority, 2009a; Hong Kong Examination and Assessment Authority, 2009b.](image-url)
Because of the emphasis that Hong Kong’s educational system has put on exams, its system is considered to be an elitist one. Hong Kong is part of China and East Asia where the cultural past is one of Confucian societies (Yee, 1999). Such societies do not believe in encouraging most people from reaching higher education because the society does not believe that everyone can succeed at the next level. Those students who have completed their higher education tend to think they are better than those who have not because of the many exams they had to take that required heavy memorization and test taking abilities. Over the last 10 years, Hong Kong has been working to modernize its education system and bring it more in line with the educational systems in Australia, North America, and the rest of China.

2.3 Hong Kong Educational Reforms

The reunification of Hong Kong with China has had a major impact on the livelihoods of all Hong Kong citizens. In addition, the democratization of the region following the end of British colonialism has increased the calls “to alleviate the disparity of wealth” in Hong Kong (Education Commission, 2006b). In the new, service-based economy, employers demand students who are ready to think and learn on the job, and have a skill set that will allow them to succeed in the global economy (Education Commission, 2000).

2.3.1 The Purpose of the Reforms

The Hong Kong education system was created in colonial times. The administration of strict, formal tests limited higher education to the select few who excelled on exams, while everyone else was funneled into the labor force after eleven years of schooling. While this may have met the needs of Hong Kong’s industrial economy of the 1960s and 1970s, recent changes in the economic climate of Hong Kong have exposed the flaws in this system (Education Commission, 2000). Learning in Hong Kong is largely “examination-driven and scant attention is
paid to ‘learning to learn’. School life is usually monotonous, students are not given comprehensive learning experiences, and there is little room to think, explore and create” (Education Commission, 2006b, p. 4). Moreover, an education system that is controlled by exams requires the educators to teach their students what they need for the exam rather than preparing them with life-long learning skills. Finally, the exam based advancement severely limits the number of students who receive tertiary level education. University and sub-degree graduates are important for Hong Kong to grow its service based economy and to maintain a competitive edge in global markets.

The Hong Kong government has accepted the challenge and tasked the education commission with evaluating its education system and making recommendations for it to better prepare its citizens for a new knowledge based economy. In 2000, and in the years since, the Hong Kong government has acted upon the education commission’s recommendations and begun to implement major reforms which have affected every level of the Hong Kong education system.

2.3.2 The Proposal and Requirements of the Reforms

The Hong Kong education bureau designed the requirements of the Reform based on the results of the Education Commission’s report (2000). The initial vision of the Reform included improving the education system by building lifelong learning, raising the overall quality of its students by diversifying the school systems, promoting an inspiring learning environment, developing an education system which is rich in tradition, diverse and that emphasizes moral education.
The major considerations made by the Education Commission (2000) when planning the reform where that it should be student-focused, have no losers, focus on quality, and focus on life-long learning and society wide mobilization.

The educational reforms were wide reaching affecting every level of education but kindergarten, primary and secondary schools were the most directly affected by new rules and regulations (Education Commission, 2006). Although post-secondary schools did not face as many direct mandates for change, the education commission recommended they re-evaluate their policies as the rest of the education system had evolved beneath them.

In order to improve early childhood education in Hong Kong, the government increased the educational requirement for kindergarten teachers (Education Commission, 2000). Early-childhood teachers must now have five passes on the HKCEE, up from two in 2000. As the post-secondary education sector begins to mature the government hopes to increase this requirement to an associates level degree. Another change was to decrease the minimum age required to enter kindergarten from three years to two years and eight months. The government believed this would better align kindergarten education with primary schools that accept kids at five years, eight months of age.

All Hong Kong students currently receive nine years of basic education (Education Commission, 2000). In a further effort to improve the basic education system in Hong Kong, the education commission recommended a curriculum reform designed to promote lifelong learning. Under the new curriculum, they hoped every Hong Kong student would receive five essential learning experiences. These experiences include: moral and civic education, social service, intellectual development, physical development, and aesthetic development and work related experiences.
To help design a new curriculum for the basic education, the Education Commission (2000) divided the curriculum into eight key learning areas. They are Chinese Language, English Language, Mathematics, Science, Technology, personal, social and humanities education, arts and physical education.

In order to monitor the outcomes of the educational reforms, a new test known as the Basic Competency Assessment in Chinese, English and Mathematics (BCA) was developed. This test was designed to allow parents and teachers to identify students’ learning needs and problems in addition to giving the government a benchmark for all the schools in its education system (Education Commission, 2000). The BCA would be administered to students at the P3, P6 and S3 levels. The BCA has two parts: a Territory Wide Assessment, which is a standardized exam all students take, and the Student Assessment. The Student Assessment is an online program that helps to identify the learning needs of each student.

Before the start of the educational reform, students had to take the Academic Aptitude Test (ATT) and apply to get into a primary school (Education Commission, 2000). The educational reform abolished the use of the ATT and set new guidelines for how students would be assigned to primary schools. The new system gives preference to siblings of students already enrolled in a specific primary school. While the new system still gives schools an option to select up to 30% of its students, most students are assigned to schools based on location and preference.

Every school was designated as belonging to one of five bands based on the school’s academic performance (Education Commission, 2000). Band one schools are the most academically rigorous and have the best reputation, while band five schools have more forgiving admissions requirements and expect less from their students. Today the total number of bands
has been reduced to three (Education Commission, 2006). The rationale behind this decision was to “remove the labeling effect on schools and pupils” (Education Commission, 2000, p.73).

The “Through Train” model is a new voluntary system which allows some primary and secondary schools to link (Education Commission, 2000). Linked secondary schools agree to accept all graduates of their partner primary school. Although it is voluntary, there are some restrictions. Schools must have some consistency across their curricula and teaching methodology; a secondary school must have the capacity to accept all primary school students in addition to others who may wish to apply; and finally both schools must have the same financing model.

Although senior secondary education would remain noncompulsory, the Reform attempted to make sure every student who wished to attend senior secondary school would receive the opportunity (Education Commission, 2000). In an effort to improve senior secondary education, the government planned to change senior secondary education into a three year process, open to all students who wished to continue their education. Additionally, the new education curricula will include work related experiences to better prepare students for the world of work.

Along with changes to the structure of years for secondary and tertiary level education, there will also be a change to the system of standardized examinations (Hill, P., & Wan, T., 2006). To replace the existing HKCEE and HKALE exams, the education bureau has developed the Hong Kong Diploma of Secondary Education (HKDSE) exam which will be administered at the end of the sixth and final year of secondary school (Hong Kong Examinations and Assessment Authority, 2009c). A comparison of the old versus the new organization of years and standard exams is depicted in figure 2.2. The first graduating class of the 334 system will take this exam in 2012. This exam is designed to test the students on what material they know, not how well
they compare with their peers. The grades will range from 1 to 5, with grades below a 1 labeled as unclassified. The HKDSE is designed such that students who receive a four or a five on a given section are ready for university level education within that subject.

Figure 2.2: Secondary and Tertiary Education Structure in Hong Kong. Adapted from: Hill, P., & Wan, T., 2006.

The Education Commission (2000) investigated what higher education should do to facilitate the reforms. It did not give any specific recommendations beyond suggesting schools look at re-evaluating their admission requirements to focus less on tests and more on recognizing the broader range of student capabilities. Although students would complete government sponsored education a year earlier once the 334 system was in place, the Education Commission did not recommend universities expand their programs. Instead it let universities decide the best course of action for themselves.

The Educational Reform is about more than just changes in the government sponsored education system. If Hong Kong’s people are going to succeed in today’s global economy, they will need to encourage learning at every level of society, not just among those people in school.
In order to achieve the best result Hong Kong must encourage a community of learning. The Education Commission (2000) identified several ways to encourage learning throughout the greater community.

2.3.3 Recent Updates of the Reforms

Although the Educational Reform is not slated to be completed until the 2012/2013 academic year, Hong Kong has not stood still and continues to make strides in reaching its educational objectives. The post-secondary participation rate, including traditional undergraduate degrees as well as sub-degree programs, for senior secondary graduates has increased from 34% in 2001 to 66% in 2006 (Education Commission, 2006). No interest loans have been granted to non-profits creating new self-financed post-secondary programs. During 2003 and 2004, several pieces of land where allocated for the construction of new educational facilities. Post-secondary institutions seeking to “conduct institutional reviews and programme validations” have received government grants (p. 49). Financial aid to students seeking post-secondary education has been significantly enhanced. The Hong Kong post-secondary education system had the capacity to host 25,000 students in its full-time self-financed post-secondary institutions. Government funded schools provided an additional 1680 slots in 2005. The register of post-secondary programs has been updated to reflect the new educational opportunities. A host of events including the “Annual Information Expo for Secondary School Leavers” has been organized to promote post-secondary education.

2.3.4 Parent Teacher Organizations

In 1993, the Committee on Home-School Co-operation was formed to “advise on ways to stimulate and co-ordinate sustained progress in home-school co-operation” (Education Commission, 2006a, p. 17). One of its tasks has been to increase the number of Parent Teacher
Associations in Hong Kong schools. As of 2006, over 1400 PTAs have been formed in the kindergarten, primary and secondary schools of Hong Kong. Additionally, a Federation of Parent Teacher Associations has been formed at the district level. Overall, the number of PTAs in Hong Kong Schools has been trending upwards. In 2005, 92% of primary schools had PTAs, compared with 68% in 2000 (Education Commission, 2006a).

2.4 Post-Secondary Education Systems

In today’s cutthroat global economy, countries survive by the quality and the capacity of their post-secondary educational systems. The demand for high quality jobs has sparked a greater demand for post-secondary education in many countries. Many countries simply do not have the capacity to meet this demand. Even the United States, a country with one of the most expansive higher education systems, is seeing record enrollment numbers throughout its system (Fry, 2009).

2.4.1 Community Colleges in the US

The United States has one of the best post-secondary education sectors in the world. The US education system offers a diverse range of educational options for those students who do not plan on enrolling in a traditional four year college. Community colleges are a valuable resource for many American communities. They provide skills and job training for high school graduates who wish to transition to new jobs. The Associate’s Degrees that community colleges offer are required for many important careers such as nursing and firefighting (American Association of Communities Colleges, 2009). Additionally, the rise of for-profit institutions has provided new avenues for students to gain an education. Online schools have begun to break the traditional education model by offering courses and certifications over the internet. Cheap
and easily accessible post-secondary education is now available to more Americans than at any point in history.

2.4.2 Post-Secondary Colleges in Hong Kong

Since the start of the Educational Reform in late 2000, Hong Kong has encouraged the development of many new self-financed post-secondary programs. Before 2000, most of the Hong Kong education system was controlled by the government (Yee, 1999). The government felt private post-secondary institutions would inject diversity into the local education system and provide the capacity to boost the enrollment rate (Steering Committee, 2008). Hong Kong now has 20 self-financed post-secondary institutions, up from 4 in 2001.

2.4.3 Higher Diploma

Popular higher degree programs in Hong Kong equip students with skills in high demand industries. These programs include Business Administration, Accounting, Computer Studies, and Translation and Interpretation. The Higher Diploma (HD) is a vocationally focused sub-degree which has been offered in Hong Kong for over 35 years (Steering Committee, 2008). The HD is well recognized in Hong Kong society with many businesses seeking HD graduates. HDs are very popular education options in Hong Kong, United Kingdom and other Commonwealth countries (Steering Committee, 2008). After the 334 Reform, the government predicts many students will continue to seek a Higher Diploma after graduating from senior secondary school.

2.4.4 Associates Degrees

The Associate Degree in Hong Kong, is a new educational degree molded after the Associate Degrees in the US and Canada and was introduced in 2000 (Steering Committee, 2008). The Associates Degree was designed to “prepare graduates for both employment and
further studies” (p. 2). They are typically two-year programs, with less stringent entry requirements than traditional undergraduate degree programs. However, most businesses view this degree only as a stepping stone for further education and do not seek to hire AD graduates. Many existing colleges began offering ADs in an effort to boost enrollment to meet the government’s educational mandate of increasing the post-secondary participation rate.

Associate Degrees in Hong Kong share many similarities with their HD counterparts. In general, Associate Degree programs tend to contain more general education course work than Higher Diplomas. One challenge the Hong Kong government seeks to address in the future is a lack of a clear distinction between the AD and HD programs. Currently individual schools can decide their own criteria for what constitutes the difference between these two.

### 2.5 Caritas Hong Kong

Caritas Hong Kong was founded in 1953. It originally intended to address the social inequalities in Hong Kong that resulted from WWII and political changes in neighboring China. Today, Caritas has grown to become a large multi-service organization that strives to address Hong Kong’s constantly changing social needs. In an effort to provide needed education, Caritas maintains a network of schools at every level of the Hong Kong educational system. The combined Caritas organization represents the largest adult education institution in Hong Kong. Caritas Francis Hsu College (CFHC) and Caritas Bianchi College of Careers represent two of the oldest post-secondary level schools within Caritas Hong Kong (Caritas Adult Higher Education Service, 2003). Recently CBCC and CFHC have combined to form the Caritas Institute of Higher Education (CIHE) (Caritas Bianchi College of Careers, 2009a). Together, they plan to expand their bachelor degree offerings and become a full-fledged tertiary level institution in Hong Kong.
2.5.1 Caritas Francis Hsu College

Caritas Francis Hsu College (2009c) was founded in 1985 with the mission to produce responsible and respectable graduates. Until 1990, it only offered two-year degrees in Accounting, Computing and Management. With the increasing demand for educated professionals CFHC expanded its programs to include several three-year-Professional Diplomas in Accounting Studies, Company Secretaryship and Administration, Computing Studies, and Translation and Interpretation. In 1998, these programs were expanded to fulfill the four-year-Higher-Diploma requirements needed to register as a post-secondary college. On August 8th, 2001, Caritas Francis Hsu College was registered as an Approved Post-secondary College, and its Higher Diploma programs were accredited. Recently, the college has added two new Associates Degrees in Business Information Systems and Marketing and Tourism Management. It has also formed strategic partnerships with overseas Universities to offer its students Bachelor’s degrees in Accounting, Computing and Business Administration and Management and has plans to introduce its own Bachelor’s degree programs in the near future.

2.5.2 Caritas Bianchi College of Careers

Caritas Bianchi College of Careers (CBCC) (2009a) was founded in 1971, offering certificates in Design, Business and Hospitality Management. In 1997, CBCC expanded these programs to become BTEC (Business and Technology Education Council) certified Higher National Diploma programs. CBCC continued to expand its design program, and in 2002 it created three accredited Associate Degrees in Fashion Design, Graphics Design and Interior Architecture. In 2006, CBCC was awarded a piece of land to expand its campus. It was the first privately funded institution to receive a land grant under the reforms.
2.5.3 Admissions

As a post-secondary education school, CIHE provides students with several pathways toward higher education. Normally, the students who are admitted to the CIHE have just finished their 5\textsuperscript{th} year of secondary school and completed the HKCEE (Caritas Bianchi College of Careers, 2009\textsuperscript{b}). These students would then enter a year of general study, called a foundation year, at Caritas. As part of the admission requirements students need to have at least five passes on the HKCEE, including both the Cantonese and English sections. For those students who did not pass one or both of the language exams, they would then be required to take language intensive courses during their foundation year. Some students who underperform on the HKCEE have the option of entering the year long Project Yi Jin. This program was provided by the government to give students another chance to continue on to higher education (Wong, 2003). Students entering CIHE from Project Yi Jin must still satisfy the Cantonese and English admissions requirements.

The Caritas colleges also admit those students who passed the HKCEE but did not perform well on the second exam, the HKALE (Caritas Bianchi College of Careers, 2009\textsuperscript{b}). These students do not need to complete the foundation year at Caritas and can go straight into either the Associate or Higher Diploma Program. In order to qualify they need to have passed at least one Advanced Level (AL) subject or two Advanced Supplementary Level (AS) subjects in secondary school, along with the requirements from the foundation level.

The requirements for students who wish to study for the Higher Diploma (HD) or Higher National Diploma (HND) are the same for both foundation level and first year students (Caritas Francis Hsu College, 2009\textsuperscript{c}). In addition, a pass in mathematics along with the language passes are required for both HKCEE and Project Yi Jin students. Upon completion of the Higher
Diploma, students have the opportunity for admission into a relevant Bachelor’s Top Up Program. This allows Caritas graduates to obtain a Bachelor’s degree at another institution with an additional two years of study.

The Caritas Colleges do not just provide education for those students who recently graduated from secondary school (Caritas Bianchi College of Careers, 2009b). They also admit older students who are up to twenty-one years of age. These prospective students need to apply before the 1st of September in the current year. These students are exempt from the admissions requirements if they can show proof of experience in their chosen field of study, along with the ability to pursue those studies. In addition, these students also need to pass a College Entrance Interview for acceptance. CIHE also accepts transfer students as long as the number of transfer credits do not exceed half those that a student needs to graduate.

2.6 Summary

Implementing Hong Kong’s 334 Educational Reform is a momentous task that will be completed by 2012. In preparation for the Reform’s full realization there has been a multitude of research done on its effects on the secondary educational level. Unfortunately, research into its effects on the post-secondary level, especially at non-government sponsored institutions, is almost nonexistent. This project has tried to shed some light on this gap and provide educators with helpful recommendations for navigating the impending changes.
3.0 Methodology

The goal of this project was to develop strategies and recommendations to help Caritas Institute of Higher Education (CIHE) navigate the transformation of the 334 Educational Reform as painlessly as possible. Background research identified several unanswered questions related to the ongoing post-secondary education transformation. A series of methodologies were used to identify potential problems that CIHE may face. This chapter discusses the focus groups, surveys, and other tools we employed to gather data and gain an understanding of the challenges of the ongoing educational reforms.

There were three main groups from whom we collected data: lecturers, administrators, and secondary school students. Both the lecturers’ group and the administrators’ group identified a series of concerns that became the focus of our research. Each of these concerns helped to independently shape different recommendations. The lecturer and administrator data collection was done separately, but the results were pooled together, and in some cases directly compared, in order to form conclusions.

3.1 Identify Lecturer’s Concerns, Needs, and Responsibilities

By talking with lecturers from CIHE we gained knowledge about the areas of this reform that they are the most worried about. In doing this, we were able to adjust which areas we focused on while making our recommendations. This also helped the group to determine how extreme our suggested changes might be.

We decided the best way to gather detailed opinions of many lecturers were through a focus group. There were many advantages provided to us by focus groups that would not be available from either surveys or interviews. Focus groups allowed us to not only get lecturers’ answers to questions, but also gave us insight into their reasoning behind each answer. This
was very important to us because it provided justification for each of the recommendations that stemmed from lecturer data collection. Additionally, focus groups allowed us to talk with more lecturers in a shorter span of time than interviews would have required, thus keeping our data collection as efficient as possible. Compared to one-on-one interviews, participants in a focus group are able to build upon one another’s responses, and engage in debate about the topics at hand. This give and take between the lecturers will be advantageous because it will allow us to involve a larger number of participants in our focus groups.

3.1.1 Focus Groups

Recording how lecturers talked in a group setting about the issue of Educational Reform was very revealing. Once they start talking about this subject the conversation shifted and allowed many different opinions to be made public. The majority view was then able to be obtained from the individual tendencies and ideas. The social interaction among participants provided insight into how each issue was understood.

There were three main goals we kept in mind while running our focus groups, each relatively independent of each other. The three main areas that we gathered information about were: their thoughts about the Reform, teaching methods, and any needs that they as a group might have both during and after the Reform. Their opinions about the Reform are important because we felt that the lecturers are the group that will be hit the hardest by this Reform. Therefore, we needed to know what they think about it so that we could try to address any concerns that they may have.

A discussion of teaching methods helped us learn how classrooms are run and in what settings different methods are applicable. This allowed us to make recommendations to the school about teaching methods that can make the school better for the students and lecturers
once the 334 Reform is in place. It is expected that teaching methods may need to change because Hong Kong is shifting their education system away from quantitative to a more analytical form of assessment, and this change needs to be reflected in the classroom (Education Commission, 2000).

The final category of discussion, the needs of the lecturers, is important. It was used in comparison with the administrators’ views to make recommendations to the school administration about how to help the lecturers through this period of adjustment and change. Once we had figured out what the lecturers need during the Reform we compared this to what the administrators planned on providing during the Reform.

We conducted three focus groups during our data collection. Because of lecturer availability and scheduling, the sizes of the focus groups were limited to 3, 4, and 5 people. Each of the groups contained lecturers who were from the same department, both to assist with scheduling, and to allow us to gain an understanding of the needs within a specific department. All lecturers who were part of our discussions were full time employees at Caritas Institute of Higher Education. The names of the lecturers, as well as their department affiliations, were withheld within this paper to protect their identity. There were no administrators present at any of the focus groups so that the lecturers felt as comfortable as possible expressing their true opinions on the issues at hand. Each focus group took between 30 and 70 minutes to complete, depending on the length of answers and the eagerness of the participants to interact with each other.

The focus group protocol that was used to guide our discussions with the lecturers can be viewed in Appendix F.
3.2 Identify Department Heads and Administrators Concerns, Needs, and Responsibilities

The administrators of CIHE are a central part of the upcoming 334 Reform and as such were a central part of our research. We discussed CIHE and the 334 Reform that will soon be upon them with administrators in an interview setting. Individual interviews were selected as the best way to collect information from administrators about the 334 Reform. They are clearly superior to surveys because, as with the focus groups, they will provide us with the detailed reasoning behind each answer. Additionally, there were far too few administrators to be able to have a reasonable survey sample size. Interviews were more appropriate than focus groups in this case because each administrator we talked with had a very distinct and unique role. Because of this, we wanted the unique viewpoints of each administrator without the opinions of their colleagues influencing their responses. There were many different types of administrators we talked with varying from department heads to deans and if they were all together in a focus group our concern was that their individual opinions would be replaced by one common, school-wide mentality.

3.2.1 Interviews

Similar to the focus groups that were run with the lecturers, there were three main topics that we covered during our discussion with the administrators. The first of these was the general thoughts they have about the Reform and the effects that they think it will have on their job. The administrators are in a position where they have great knowledge about the inner workings of the college and were thus able to make more accurate predictions about how the 334 Reform will affect their school.
The second topic of discussion was about the past experiences that the administrators have been through while working within the education business in Hong Kong. Hong Kong has gone through a series of reforms in the past few years, and thus the administrators whom we talked to had experiences where they had to deal with a reform and the effects it had on their school. From these experiences they have learned lessons that were passed on to us and put to use.

The final main topic that we covered while interviewing the department heads and administrators connects to the lecturers and their needs during and after the Reform. We previously mentioned that we asked the lecturers what it was they needed throughout this entire process. We also talked with the administrators about what they planned on providing to the lecturers. We then compared the two sets of answers from the lecturers and administrators and saw how closely they matched up. This was an important part of our discussion because the administrators are the ones who are in the best position to help out the lecturers so they need to be prepared to meet the needs that may arise during this process.

In total we spoke with eight different administrators, including four department heads and four senior administrators. Just as was the case with the lecturers, all of the interviewees were full-time employees of CIHE, but their affiliations with either CBCC or CFHC were withheld to protect the confidentiality we agreed to provide them. Each interview took between 30 and 70 minutes to complete, depending on the length of answers and the eagerness of the participants.

The interview protocol that was used to guide our discussions with the administrators can be viewed in Appendix H.
3.2.2 Follow-Up Interview with IT Staff

Due to a surprisingly large number of comments from our interviews and focus groups about the poor IT support and staff, coupled with our lack of understanding about the topic, prompted us to pursue a follow up interview with a member of CIHE’s technical staff. After completion of all of our other data collection we had a short interview with a systems administrator from CIHE about the types of technical services that his office provides.

The purpose of this interview was to gain an understanding of the current state of the college’s technical staff and support so that we knew the baseline from which our recommendations would build. This was a significant final piece to our data collection because it allowed us to see the technical problems that CIHE was having from both sides, and thus make more comprehensive and solidified recommendations.

The interview protocol that we used for our discussion with the IT department employee can be viewed in Appendix J.

3.3 Assess Secondary Students’ Views of Tertiary School and 334 Reform

We administered a survey to hundreds of secondary school students across the S4, S5, and S6 levels. The information obtained was used to analyze trends in post-secondary education plans of students, as well as their opinions about what is most important in a post-secondary educational institution. The first objective of this part of our research was to provide us with an understanding of how the 334 Reform in secondary school has affected students’ thoughts about tertiary education. We also learned about any negative effects that may have manifested themselves in secondary school classrooms due to the 334 Reform. From these data
we were able to identify what current secondary school students were looking for in a tertiary level institution and apply these to our recommendations.

3.3.1 Survey

The survey gathered data from multiple classes at two selected secondary schools in the region. This was then used to identify trends or patterns that we took lessons from. Of the two schools surveyed, one was from the top educational band, and the other was from the bottom. The main information that we collected was: “What do students plan to do after secondary school?” and, “What do students see as the most important qualities in a post-secondary education provider like CIHE?”

The survey encompassed data from schools of differing educational bands in Hong Kong. The hope was to identify patterns and trends of student opinions about the 334 Reform and post-secondary education. All of the questions on the survey were multiple-choice. We chose not to include any open response questions because the information gained would not have outweighed the time and effort needed to translate all of the responses from Cantonese to English. Through our survey, we wanted to collect quantifiable data about a very specific set of topics, and this was accomplished using multiple choice questions.

When selecting our survey sample at the secondary school it was unrealistic to try to do a simple random sample, or anything similar. Instead we just attempted to sample a few classes from two very different types of schools. This was a reasonable goal to accomplish in a high school setting because students are required to all be together in a room for specified class times. We brought a stack of questionnaires to each lecturer at the school and had them distribute them to their first period class. This was coordinated with the principal or other
person in position of authority to make sure that it ran smoothly and caused as little disruption as possible.

We administered and received 138 survey responses from the first band school, Queen’s College, and received 151 responses from the third form secondary school, Charles Vath College. The questionnaire for the secondary school students is located in Appendix L.

3.4 Summary

The most important phase of the data collection took place with the administrators and the lecturers. These are the people who have seen the effects that reforms can have on education, and they are the ones who are going to have to deal with them in the future. The students whom we surveyed had significantly less experience with reforms and tertiary level education, and as such were not as valuable an information source. The lecturer focus groups and administrator interviews were at the forefront of our research.

By completing all of the above research we were able to collect a large amount of applicable data. Within the interview and focus group transcripts, along with the compiled survey results, we gathered a variety of different opinions and ideas which are presented and analyzed in the next chapter. These data were also used to write two distinct journal articles that were submitted for review to the International Journal of Services and Standards and the International Journal of Innovation and Learning.
4.0 Results and Analysis

Our goal for this research project was to make recommendations to Caritas Institute of Higher Education on how they can best navigate the 334 Educational Reform. We formed a series of focused objectives, each of which centered upon one specific group who would play a role in this upcoming reform. We identified the needs, concerns, and responsibilities of CIHE’s administrators, did the same for the academic staff, and gained a better understanding of secondary students’ views of tertiary level educational options. In this chapter we present the results, and analyses of these results, that helped us to achieve our goal.

4.1 Lecturer’s Concerns, Needs, and Responsibilities

We conducted three focus groups with lecturers from various departments at CIHE. All those whom we interviewed supported the 334 Reform and expressed their belief that it was beneficial for Hong Kong. However, all departments also had their own unique concerns and needs regarding the challenges they will face in the coming years. The transcripts from the lecturer focus groups can be viewed in appendix G.

4.1.1 CIHE Lecturers’ Thoughts and Opinions of the 334 Reform

All the lecturers were in favor of the reform because of the benefits that it would provide to students. Examples of some comments from the lecturers about the 334 reform are shown below:

"The new system will be good for students to prepare themselves for higher education"
- Lecturer B focus group 2

"[The 334 Reform] is in line with the international system of education" - Lecturer A focus group 1
The participants in these focus groups explained their understanding of the 334 reform. The above quotes show that they have a good, basic awareness of its purpose and the changes the 334 reform will make.

Since its reunification with China, Hong Kong has undertaken many educational reforms. The lecturers we spoke with expressed their belief that ongoing change as a result of educational reforms was the rule and not the exception. Lecturers support the 334 Reform and feel prepared to handle the transition smoothly. Some lecturers, like lecturer B in focus group 2, informed us that the 334 system was familiar to older lecturers because Hong Kong’s educational system had a similar structure thirty years ago. Due to frequent changes in the Hong Kong education system, lecturers are constantly adjusting their lesson plans and course materials to meet new requirements, improve their teaching quality, and maintain job security.

The participating lecturers acknowledged that the 334 Reform would be a drastic change for the secondary school teachers due to the new examination and assessment methods. Additionally, they were aware that the change in the number of years of secondary and tertiary education would also impact tertiary level institutions. One impact upon tertiary level schools will be a change in their curricula to accommodate an additional year. Because CIHE is a post-secondary school and is not yet a full-fledged tertiary institution, the lecturers felt the overall impact of the 334 Reform on CIHE would be minimal, and some suspected the reform might have some positive benefits. Quotes below show the lecturers’ thoughts on how the 334 Reform would affect CIHE:

“Entering students will be more mature and able to handle different teaching methods”

- Lecturer A focus group 1
“After the 334 has been put into effect the students that come through Caritas will be in a better position to get into ‘university mode’ and possibly continue their education at higher university” - Lecturer A focus group 3

The 334 Reform is about giving students lifelong learning skills. Students graduating from the secondary level under the new system would spend less time studying for the government mandated exams and more time learning under a project-based curriculum. This teaching and learning method would help students to be comfortable with the tertiary level learning environment in Hong Kong as well as in other countries. Therefore, the lecturers predicted they would no longer need to teach the entering students how to learn.

After the 334 Reform, all students entering CIHE will have had an equal number of years of education (12 years). Some lecturers expressed their belief that the secondary school students in the new system would be more mature and better prepared for the college’s courses compared to the currently enrolled fifth form students, who only have gone through eleven years of schooling in today’s system.

4.1.2 CIHE Curricular Changes and Teaching Methods

During our focus groups with the lecturers we asked how lecturers felt the changing secondary school curricula would impact their teaching methods and lesson plans. Although many lecturers realized their courses would have to be modified to accommodate 334, they all felt confident they could successfully adapt without a significant increase in their workload. During a focus group, one lecturer said:

“[Changing] curriculum is not a big problem [at CBCC]” – Lecturer B focus group 1

The lecturers explained how they internally review their course materials each year and are subject to external auditing every three to five years by government agencies such as the
Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ). According to the lecturers, the current re-evaluation process would identify and correct any curriculum changes needed to be made in response to 334 without too much disruption to CIHE.

A majority of lecturers expressed their support for the increase in general education coursework. For example:

"For prospective students it is better; it allows for a more holistic approach, which can include more language subjects and more general education"

– Lecturer A Focus Group 3

General education classes include subjects that are not directly related to the major a student is pursuing, such as Humanities, Putonghua (Mandarin Chinese), and English. Lecturers expressed their belief that more English classes would be especially beneficial because of Hong Kong’s role as a global city. They also felt that past educational reforms, in which secondary schools were forced to change the teaching medium from English to Cantonese, had resulted in a system which produced students with substandard English skills.

When asked about project based assessment methods, many of the lecturers revealed they had already incorporated intensive projects into their lesson plans. Additionally, they felt project based classes such as Design or Hospitality at CIHE would be affected much less than lecture based classes during and after the 334 Reform. It was because secondary school students would already be used to hands on learning experiences in the new education system, whereas in lecture based classes lecturers would have to adjust their teaching methods to fit the new system. In different focus groups, lecturers expressed the same feeling about project based assessment methods:
“Students are graded/evaluated based upon their final product when in these project based classes—some classes are lecture based though, and in these they are less focused on the final project” — Lecturer B Focus group 3.

“We are starting to employ group projects to cut down on the amount of grading. But this has its own problems; at the beginning most students like it, but later some students don’t do the work. It’s hard to figure out contributions within the student teams” — Lecturer A Focus group 1

By using group projects lecturers are able to reduce their workload because one project is the result of several students’ collaboration. Although all the lecturers we spoke with were optimistic about project based learning, they recognized the limitations of such learning methods. They understood that project based assessments did not work as well with some writing and lecture based classes. Also, group projects make it difficult to identify students who are underperforming or not completing their share of the work.

Within CFHC and CBCC, the average class size has been 40 students per classroom. For some lecturers this was an overwhelming number. The lecturers unanimously agreed that smaller class sizes could benefit CIHE. In one of the focus groups, a lecturer expressed:

“Smaller classes are good because the lecturer can change the teaching style to fit the student; with large classes they are forced to teach toward the mean” — Lecturer B Focus group 1

The lecturers’ main concern was that large class sizes limited the amount of individual attention they could give to each student. Each student has a different learning style and speed, and if this could be catered to individually, the learning experience would improve. In large classes, the lecturers could only pay attention to the most common learning speed and style, and some
students might have felt that the class was too slow or too fast or some students might not benefit from the classroom because they had different learning styles. With appropriate class sizes, the lecturers are able to better challenge the overachieving students and to mentor underachieving ones. Moreover, under the old education system, there was a one way flow of information from the lecturer to the pupil. According to the Hong Kong Education Commission (2006), Secondary students who study under the new 334 system should be more exposed to a two-way flow of information and would expect the same type of communication from the lecturers once they reach the tertiary level. This teaching style would be easier to implement in smaller classrooms.

4.1.3 Lecturer Concerns and Anxieties in Relation to the 334 Reform

We asked lecturers several questions in order to identify any concerns or apprehensions they might have had about dealing with the 334 Reform. Overall, job security was the biggest concern:

“To us, the lecturers, we are concerned about the prospect of our careers” – Lecturer A focus group 1

“Job security is the main concern for the teaching staff” – Lecturer B focus group 1

Potential job security issues stemmed from the competition with other sub-degree institutions that CIHE would have to face after the 334 Reform is fully implemented. Over the last few years the number of secondary students has been decreasing, and it is expected that this trend will continue into the near future. Moreover, there will be no students graduating from secondary level institutions in the summer of 2011. The 2011/2012 academic year, called the ‘gap year’, will be a very difficult time for self-financing, sub-degree institutions, such as CIHE. The lecturers were aware that the competition among different sub-degree schools would
be more intense. In CIHE’s case, the college was not dependent on government funding, but on other sources of income. Because of this, the lecturers were worried that any financial problem the institution might have would negatively impact their employment.

CIHE has plans to become a full fledged tertiary level institution. Some lecturers were concerned about this because they do not have doctorate degrees or university teaching experience. About 85% of lecturers currently employed by CIHE hold a Masters Degree as their highest completed level of study (Caritas Francis Hsu College, 2009a). Most lecturers who participated in the focus groups said that they would like to go on for a higher degree, but they currently lack any support from the administration. Some lecturers mentioned:

“Most teaching staff would like to have a higher education degree. We need financial support and time from the school” – Lecturer A focus group 1

“It is quite critical at this moment; we want support from Caritas College. How can we afford time to further study if the hours of teaching are long?”

– Lecturer B focus group 1

In order to reach their goal to become a full university, CIHE is currently developing its own degree programs. With the hope of making CIHE a tertiary level institution, the faculty would need to develop plans to achieve their doctorate degrees. This concern is also related to their job security, because they would like to keep their job as a lecturer even when CIHE becomes a university. However, a doctorate degree takes at least three years to complete and this would be an unreasonable investment of time for most lecturers under the current system and workload. The school would need to allocate an increase in both money and time off from work to encourage more lecturers to obtain higher degrees. Unfortunately, CIHE lacks the resources to make to make this kind of support a possibility.
Some lecturers mentioned their intense workloads. As part of their normal job, they need to teach and assign and grade homework for classes with the average size of 40 students with no assistants to help. As stated above, the lecturers acknowledged that they needed to adjust their lesson plans according to the requirements of the new system. However, the lecturers felt that they have not been given enough time to do their job as well as they would like. For example, one lecturer in a focus group stated that: “if time is not a concern, we could improve our program much better.” The lecturers were concerned, and they would like to have some sort of support from the administration to ease their workload such as giving them more time or more manpower.

4.1.4 Identify Lecturers’ Needs

As a final part of the lecturer focus groups, we asked the lecturers what changes they would like to see happen at CIHE in light of the 334 Reform. A majority of the lecturers were happy with the way things were at the college; however they would also like to see some changes made to ease their concerns about job security and to make the college a better learning environment.

We asked lectures about their thoughts on online classroom tools such as blackboard and WebCT. They mentioned that in the past CIHE had used a similar tool called WebCL but that that is no longer available today. All of the lecturers agreed that IT support was lacking at CIHE. They felt any increase in technology used in the classroom would need to be paired with an improvement in the technical support available to teachers. One lecturer expressed his belief that:

“Regardless of [any increase in classroom technology], IT support must be improved.” – Lecturer A focus group 2
Technology education is one of Hong Kong’s new key learning areas (Education Commission, 2000). As a result, the new secondary level curriculum introduced along with 334 places a strong emphasis on the use of technology in the classroom. Students educated under the post 334 curriculum will be exposed to many learning technologies by the time they arrive at CIHE. As a result, new students will expect to see learning technologies integrated into their coursework in addition to adequate IT support.

Several lecturers expressed disappointment at the lack of a community feeling within a department. Each floor of the Tseung Kwan O campus building had facilities for more than one area of study. As a result the school’s interior is bland and generic. One lecturer even stated:

“I’ve been to other design schools and even outside the building you can feel that it is a design school. But not [at CIHE], the school is too formalized.” – Lecturer A focus group 3

The current structure of CIHE does not give the students a sense of identity or community within their department. Lecturers suggested that if each department were given a section of the building for their own use to display their work, the learning environment at CIHE would certainly improve.

Overall the lecturers were very happy with the impending 334 Reform. In general, they felt it would benefit the students. After the 334 Reform, they felt these students would be better prepared to receive the type of education CIHE currently provides. The lecturers did have some concerns about the possible disruptive effects of 334. They were afraid of the negative impact it could have on their job and employment. In order to make their jobs easier throughout the 334 transition and beyond, lecturers would like to see smaller class sizes and improved IT support.
4.2 CIHE Administrators’ Concerns, Needs and Responsibilities

Every administrator we talked with supported the Reform and candidly acknowledged the challenges it poses for CIHE. They were all helpful in suggesting possible solutions they thought could best benefit CIHE and their own departments’ needs. The transcripts for the administrator interviews are located in Appendix I.

4.2.1 Thoughts and Opinions of the 334 Reform at Caritas Colleges

As we did with the lecturer focus groups, we asked the administrators’ their views on the 334 Reform. They all supported the Reform and appear to be knowledgeable on many of the details. One administrator showed his appreciation for the lesser publicized changes in the Reform. “It is not just the structure of the years that will change with this Reform but also the philosophy of the teachers that will change for the better, and I believe that the overall philosophy is even more important.” The administrators are pleased by the new secondary school curriculum and its focus on more experience based learning. They also praise the new 334 system and the fact that it makes the transition for students attending international schools much easier. The general consensus among many of the administrators was that while CIHE will be affected by the 334 Reform, they will only have to make minor changes when compared with secondary schools in Hong Kong. The administrators identified the secondary level as the level most impacted by the 334 Reform, because the government is not only changing the structure, but also secondary level curricula.

The fact that the government-imposed 334 Reform has support from both the administration and lecturers is encouraging for CIHE. In our interviews with teachers from the US, we discovered that support for change from all parties is critical to the success of any
Reform. Administrator and lecturer support will make it much easier to enact any changes that need to be made at CIHE as it adapts to 334.

4.2.2 Experiences and Challenges of Past Reforms

When we asked about lessons learned from past educational reforms almost every administrator mentioned the transition from English to Cantonese as the primary language of teaching in secondary schools. They were all saddened by the transition to primarily Cantonese speaking secondary schools in Hong Kong because they felt English was an important language for Hong Kong students to learn. One senior administrator observed “English has suffered, but Chinese has not improved. Thirty to sixty year olds speak English very well in Hong Kong; current Caritas students not so much. This is unfortunate because English is a de facto global language.” Other administrators cited Hong Kong’s tourism and international trade as important economic sectors that depend on workers who have proficient command of the English language.

The decline of students’ English proficiency has had a major impact on CIHE. CIHE like most post-secondary institutions uses English as the primary language of instruction. However, first year students are often unprepared to learn in an all-English environment. To compensate, CIHE teachers teach first year classes in Cantonese and administer tests in English. Additionally, students at CIHE are now required to take more English classes than previous generations. Unfortunately, the increase in English classes, while beneficial to students’ intellectual development, is at the expense of other, more specialized classes.

Administrators also acknowledged parents’ concerns with the various educational reforms Hong Kong has experienced over the years. One senior administrator even stated, “I have seen parents cry year after year because of the reforms.” They discussed some parents’
beliefs that children are now receiving an inferior education. One administrator enlightened us about the history of Hong Kong’s educational reforms. He mentioned how over the last twelve years three secretaries of the board of education have influenced the direction of education. He described the latest secretary as a diplomat, who has the connections and charm to appease both the schools and the government. As a result, many of the recent reforms consist of compromises and have the support of teachers and parents.

4.2.3 Administrators’ Thoughts on the ‘Gap Year’

All administrators at CIHE admit that the ‘gap year’ could be a potential problem. An administrator described the gap year and the problems it presents for CIHE.

“Another huge issue is the ‘gap year’ that will occur in the summer of 2011 where the changeover in the secondary schools for the 334 Reform will result in a year when there are no students exiting the 5th form (which will no longer exist), but there will be no students exiting the new 6th form either for that year—student admissions could be a huge problem—they already have to compete for students due to the saturated sub-degree programs offered in the area.”

Some administrators, however, expressed optimism that despite the challenges posed by the ‘gap year’, CIHE will be able to survive relatively unscathed. They felt CIHE is in a better position than most other self-financed sub-degree providing institutions because as one senior administrator stated, “[CIHE] will start providing our own degree programs.” Administrators believed that promoting CIHE’s new accredited bachelor’s degree program would help them through the gap year. Students who are enrolled in bachelor’s degree programs stay with CIHE for four years, thus providing a more predictable stream of revenue to the school.
Several administrators mentioned that CIHE is understaffed, and the lecturers are overworked. One administrator even stated, “Our staff is overloaded, so any drop in students will be beneficial to [the faculty]”. Some administrators suggested other strategies to keep the sub-degree programs filled. These included recruiting graduates of the Yi Jin project, discussed in section 2.5.3, and the creation of summer prep courses targeted toward form seven graduates.

The gap year is the biggest problem facing CIHE in relation to the 334 Reform. The introduction of full degree programs at CIHE will help to dampen the economic impact of the gap year, but it will not make CIHE immune. Sub-degree programs will continue to be the main revenue source for CIHE over the next few years. Because of this, CIHE will still find itself competing with other sub-degree institutions for scarce students in 2011. However, the school is currently understaffed, so a drop in the number of students is unlikely to force layoffs. The design and hospitality programs have a strong reputation in the community that will continue to attract students. The popular social work program is unlikely to be affected because it already turns away many students due to a degree-specific, government-imposed enrollment cap.

4.2.4 Identify Administrators’ Needs

A few of the administrators suggested an update of the current CIHE web site as a simple change that would have many benefits. One administrator stated, “The website works as a PR source. It improves our standing within the community and is useful for impressing the government and employers.” He also predicted a small boost in enrollment would accompany any improved website redesign.

Websites are important public relations tools for any organization. The web site is one of the first places people check when initially soliciting information about an organization. Thus
it is important for schools to maintain an up-to-date and professional web page. A strong web presence is not only important for recruiting future students but also serves as a means to stress the school’s role in the community and impress the government and future employers of the school's alumni.

Many organizations employ some form of user analytics tracking within their websites. This allows the organization to gain insight into who is browsing its web page and tracking what they view. Information from such systems can be used to identify problems in a website and analyze the effectiveness of advertising campaigns.

In our opinion, the websites for both Caritas Francis Hsu College and Caritas Bianchi College of Careers appear dated by modern web standards. A common interface would make the site appear more professional. User analytics could help admissions staff better target prospects who are already interested in the school. Finally, the administrators predicted an improved website could lead to a slight enrollment increase, which would be beneficial to CIHE during the ‘gap year’.

Overall, the administrators are very student focused. This was best stated by one administrator who said, “[CIHE is] a small enough school that [CIHE] should be able to provide students with better support, more care, and more of a human touch—Caritas should be a positive impact in the students’ lives.” Many administrators sought to improve the student focused nature of CIHE. One senior administrator suggested the use of IT resources such as software to better track the student lifecycle. Student lifecycle management is adapted from the business sales lifecycle. It uses technology and strategies to track, maintain and build strong relationships with students (Villano, 2006).

Administrators felt the need to manage the students’ experience at CIHE better and improve contact with alumni. They felt improved relations with the students can only benefit
CIHE. Well connected alumni who enjoyed their experience at CIHE provide a network effect that serves to make recruitment easier in the future. This is because they will recommend others to attend CIHE. Moreover, once CIHE students are ready to graduate, they can leverage the existing network of alumni to get jobs. Unfortunately, building this network takes time and commitment. CIHE must provide its students with a fulfilling and engaging experience in order to build mutually beneficial connections.

One administrator thought the college’s library could be improved. They felt the current library, while modern, needed to increase the number of academic books and online resources. This could be done by acquiring more books or sharing resources with neighboring schools.

Administrators’ opinions on class sizes are varied. Some feel smaller class sizes at CIHE could be beneficial. Others expressed their belief that some lecture based classes should be expanded to hold more people. They suggested less frequent, smaller, conference type classes to fill the gaps posed by expanding class sizes.

The trend we noticed was that most administrators who wanted to increase some class sizes had a long term vision of CIHE in mind. They felt large lecture based classes would be required as CIHE transitions to a full-fledged university. Other administrators who wanted smaller class sizes usually represented departments involved with group projects and less lecture based course work.

4.2.5 Plans to Assist Lecturers during the Educational Reform

Administrators all wanted to see CIHE become a university level institution in the future. They were aware of the challenges in reaching this goal and admit that university status is still ten years away. They recognized the 334 Reform is a more immediate challenge facing the school, but they believed it could be managed relatively painlessly. In the short term, most
suggested more information for lecturers about the impact of 334. The long term goal is to increase the number of PhDs among CIHE’s staff in the future, however it has not been decided how this will be accomplished.

There were several suggestions for how to distribute information about the 334 Reform among the staff. We learned that lecturers at Caritas do not have classes on Monday afternoons. This is to allow them to attend various seminars provided by the school for self improvement. Although this might be a good way to distribute information on 334, some of the department heads admitted they had not attended previous seminars on the topic of reforms in Hong Kong. Another administrator suggested the school distribute a DVD copy of the secondary school curricula to all the lecturers.

Giving lecturers relevant information in a way they can understand and digest it will be important for successfully transitioning through 334. One current problem is it would be unfeasible to expect the lecturers to read through all of the government information on the 334 Reform. Luckily most of the changes surrounding 334 are targeted at the secondary school level. An abbreviated version of the curriculum changes and expected impact on sub-degree program lecturers might be helpful for this situation. Unfortunately, no such document exists nor are there any plans to create one at CIHE.

Many administrators expressed interest in seeing upgrades to both the campus and staff. One administrator said it best with the statement, “I would like to see an improvement in the hardware, or the environment, and in the human-ware, our staff.” They acknowledged the current environment was sufficient for the sub-degree programs currently offered by CIHE, but they expressed doubts that it will be adequate for the university level degrees CIHE plans to offer in the future. Most suggestions related to making sure the planned expansion of CIHE had facilities for everyone and an increase in the number of PhDs in the current staff. Although the
administrators recognized a need for existing lecturers to obtain PhDs, they do not have any specific plans to assist lecturers to achieve their doctorates.

As a result of the 334 Reform, most students entering CIHE in the future will have completed secondary education. This is significantly different from the current situation where over half of the incoming students have only finished the fifth form and thus are required to take a ‘foundation year’ at CIHE. In response to this development CIHE plans to start providing higher value education services such as tertiary level courses and degrees. In order to provide these advanced courses CIHE will need to increase the number of faculty with PhDs.

In the immediate future, CIHE does not need to significantly increase the number of PhD trained faculty. However, any increase in the number of lecturers with PhDs will help improve CIHE’s educational offerings and bring it one step closer to reaching university status. Additionally, the prestige of being taught by a PhD educated staff will raise the status of CIHE in the eyes of prospective students and their families.

4.2.6 Indentify IT Services

The Information Technology Service Center (ITSC) at CIHE is in charge of ensuring that the many computer-related services function smoothly. Their primary job is to maintain the availability and security of all the college’s data and insure the network is running smoothly. This allows everyone access the intranet, internet and VPN. The ITSC is also responsible for supporting software requested by other departments for various educational purposes. Finally, the ITSC provides some training to students and staff on how to use the computer services available at CIHE. In the past, the ITSC supported the WebCL online learning environment.

CIHE’s newest campus located at Tseng Kwan O (TKO) has many computer labs available to the students and staff. Most of these labs contain Windows XP machines, and there are also
several Apple labs on campus with multimedia editing software for design classes. Wi-Fi is not yet available on the TKO campus, but, there are plans to implement it in the future. Additionally, bandwidth is more than adequate to support CIHE’s current internet activity.

The ITSC has many responsibilities at CIHE and they take their jobs very seriously. Many of their top priorities, such as maintaining the network or securing the college’s IT resources, are invisible to the students and staff. We received several comments from administrators and lecturers on their belief that the current ITSC department would be insufficient for a major software upgrade. Most of these comments were in regard to the training the lecturers would need to receive in order to make use of any new software. While the ITSC has done a commendable job with many of its responsibilities it could improve some of its more outward facing services, such as student and lecturer training.

4.3 Secondary Students’ Views of Tertiary School and 334 Reform

We distributed a total of 244 questionnaires which were completed by students in two Hong Kong secondary schools; Queen’s College (QC) and Caritas Charles Vath College (CCVC). A large majority of the students who participated in the survey were from the fifth form, or the 11th year in school. From them we learned a great deal about secondary students’ views of tertiary level education. The general trend was that students’ plans after graduation fell in line with CIHE’s predictions. However, the final question, which asked students to rank the criteria that they used to pick a tertiary school, yielded interesting and applicable results.

In the secondary school questionnaire, located in appendix L, we asked the secondary school students a few short questions about their future plans for tertiary education. Before administering this survey we had a discussion with our Hong Kong liaison about the expected results for some of the questions. Therefore, before even distributing the questionnaires we had
a strong hypothesis about how the answer distributions would be between the two schools. We expected that an overwhelming majority of the Queen’s College students would wish to continue on to university education, while the post-graduation plans would be more evenly distributed at Caritas Charles Vath College among a more diverse set of options. We also expected that at both schools most of the students would wish to remain in Hong Kong for tertiary level schooling and that the distribution among the other locations would be reasonably even.

The results from the first two questions varied greatly between the two schools, as expected. Figures 4.1-4.4 illustrate the answer distributions from students from QC and CCVC for the first two questions.

**Figure 4.1: Queen’s College Post-graduation Plans**
Figure 4.2: Caritas Charles Vath College Post-graduation Plans

Figure 4.3: Destination for Post-secondary Education—Queen’s College
The majority of the results from the first two questions of our survey were in line with the expectations set forth in our discussion with our sponsor. However, there were a few surprising results that we had not anticipated. A surprisingly small percentage of students wanted to pursue tertiary education in China, including no students from Queen’s College. Additionally, we were not expecting such a large percentage of students in the band three school to be looking to get a job right out of secondary school. It was expected that a large number of students would hope to further their education and try to gain a better background before heading into the workforce. Neither of these unexpected results are things that CIHE needs to be concerned with, and the remainder of the data were already directly in line with the opinions that CIHE administrators currently hold. Therefore, the data from the first two questions does not play a role in influencing the conclusions and recommendations that we set forth in Chapter 5.

For the final survey question we were hoping to gain information that could be applicable to the topics discussed in our focus groups and interviews with lecturers and administrators at CIHE. Secondary school students were asked to rank the importance of the following five criteria when choosing a tertiary level institution: career preparation, teaching availability, cost, safety,
and learning experience. Data were compiled on a scale from 1 to 5, with 1 being the least important and 5 being the most. The graph of the average rank of these five factors from the two schools, as well as the combined results from both schools, is presented in figure 4.5.

![Tertiary Level Criteria](figure45.png)

**Figure 4.5:** Average score for 5 different qualities students look for in a tertiary level school. (The criteria were ranked from 1 to 5 (least to greatest importance) by the students).

Secondary school students felt that teacher availability is the most important factor when selecting an educational institution and learning experience is a close second. Cost is the least important criterion for students. The fact that teacher availability took the highest rank shows that secondary school students highly value the connection between themselves and their instructors. At CIHE, the connection between students and lecturers is a crucial aspect in school life, and this connection should be strengthened in the future. Currently, CIHE offers tutoring sessions along with the classroom lectures, which have enjoyed great successful for both lecturers and students in CIHE.

Along with teaching availability, learning experience is the second most important criterion according the student survey. The term learning experience refers to ‘how’ a student
learns, as opposed to ‘what’ they learn. This encompasses the classroom experience, teaching methods, the building’s atmosphere, and the availability of resources, among other things. It is natural that the secondary school students would like to have a good learning experience. The results will be used to support and enhance the suggestions that we have developed from our focus groups and interviews. Overall, the data that were collected from the survey are not expected to lead to any recommendations by themselves, but will supplement data lecturer and administrator data to strengthen our recommendations.
5.0 Conclusions and Recommendations

The goal of our project was to provide recommendations to Caritas Institute of Higher Education that could help them to successfully navigate the 334 Educational Reform. We have identified several areas in which the school needs to improve if it is to adjust to the upcoming changes. The 334 Reform will result in a variety of required changes, and as such we have made a series of recommendations below, all of which are designed to help CIHE through the Reform, and allow them to emerge a better educational institution.

Each recommendation is based upon data that were compiled and analyzed and presented in the previous chapter, and each has support from multiple groups at CIHE. The conclusions are based upon input from the administrators and academic staff, as well as information gathered from a sample of secondary school students in Hong Kong.

5.1 Online Classrooms & Alumni Relations

We recommend CIHE create a single, electronic repository for tracking all student information. This would not only be beneficial to the students, but would be invaluable to the administration as well. Senior administrators can increase the college’s effectiveness by avoiding redundant data collection and gaining a more accurate picture of student progress by using information that it already collects. CIHE should combine these data with an online portal available to students, which would allow them to access personal information and enroll in classes electronically. Parts of the portal should remain confidential to the public so that the privacy of individuals is protected, but students would have access to personal pages that would contain all of their individual information.

A second online portal that would be beneficial for the college is an online classroom. This type of online program is designed to allow teachers and students to communicate and
share documents, all through the internet. Its purpose is not to replace a traditional classroom, but rather to extend the traditional classroom model to allow the sharing of information outside normal class room hours, accessible to any student enrolled in the class, from any computer in the world. Online classrooms give teachers the capability to share important documents such as syllabi, lecture notes, and other handouts with students. They also support online discussion boards where students and teachers can debate and share ideas outside of class. A further advantage of an online portal to connect students with lecturers is that it would bring with it a corresponding increase in lecturer availability, a factor that is crucial in the eyes of Hong Kong students today.

One of the many benefits of a system like the one described above is that the purchasers or designers of the system can selectively choose which functions their own, unique system will support. Required hardware, whether it be located on site or in the cloud, to support such a system is usually included in the contract price. Online classrooms can perform a variety of tasks, some of which may be extremely relevant to the needs of a college, and others of which may be of no use. Based upon the economic capabilities and academic needs of an institution, online systems can be catered to an individual purchaser because many of their capabilities are independent of each other.

Caritas Institute of Higher Education should improve its alumni relations strategy. Alumni are an important resource for any educational institution, and CIHE is no exception. Through better management of the student life cycle, of which alumni are a large part, CIHE will be able to do a more effective job of utilizing all possible benefits that alumni can provide. Strong relationships with alumni can be useful for strengthening relationships with current students, as well as helping to identify prospective students. We recommend CIHE look into all
alumni relations management options, including the use of software to help improve its relationship with their graduates.

CIHE should update their current websites, which appears outdated in its current form. It lacks many common usability characteristics such as a consistent presentation and organizational structure. Also, the website is only available in English despite the fact that almost all of the students’ native language is Cantonese. The first change that should be made is an option on the site for the text to be in either English or Cantonese. These are the two official languages of Hong Kong, and a prospective student, or other visitor, should have the option of using either one.

In conjunction with an updated website we recommend the college look into creating a strong presence on several social networking sites, such as Facebook, frequently used by secondary school students. This will help with both branding and also promote positive name recognition. The school can use its profile on these sites to channel visitors back to its main website where they give them further information about the school.

5.2 Technical Support

One of the many changes that the 334 Reform plans to bring to Hong Kong is an increase in student exposure to technology. In order for this to be attained by CIHE, along with the changes suggested above, the administration needs to make a corresponding upgrade in IT staff and support. When soliciting feedback from lecturers about some of the above-mentioned recommendations, they were excited about the possibilities but made it very clear that the current lack of adequate IT support was a serious barrier that must be dealt with before implementing new software systems.
In all interviews and focus groups, when the question of what could be done to improve the school was broached, an improvement in technical support was always one of the top suggestions. The lack of staff and support made it difficult for lecturers and administrators to use technology in the classrooms and offices, as well as making it difficult to implement any new technologies at the institution.

One of the quickest ways for CIHE to improve its educational system would be to increase its IT staff, providing the entire school with more technological capability, which would make more options feasible to teachers and administrators. This change would also allow for an improvement in many other areas that will benefit the school in both the long and short term, such as an improved website, or the implementation of online teaching support software used outside of classroom hours.

Not only would an expansion in IT support and staff help to improve the technology already in place, but it would also allow for the introduction of new technologies that would greatly help this college. Improving the technology available at CIHE will help the college to successfully navigate the 334 Reform by fostering improvement in several areas such as efficiency, public image, and communications.

5.3 Lecturer Education

When implementing any sort of major reform, like the 334 in Hong Kong, it is crucial that all those involved accept the reform and understand why they are making all of the necessary changes. The group that would be the most affected by this reform is the lecturers, a statement that has been supported by all of the administrators we interviewed. Because the lecturers will be the most impacted group, it will be important for them to be well informed about the changes that are being made, why they are being made, and how they will affect the
lecturers. By better informing the lecturers about the details of the Reform, CIHE’s administration will be able to gain their support throughout this process of change, thus making it a more trouble-free time for all involved. This is a government mandated reform, and as such the lecturers had little or no say. However, educating lecturers about the change made by the government will decrease the demand and complication during the adjustment period that the management of CIHE has to withstand.

There were several suggestions brought forth by administrators and faculty about how best to convey information to the academic staff. The method of delivery can vary from staff meetings, to DVD handouts, to emails. The truly important aspects will not be the mode of delivery, but rather will be that the lecturers are provided with enough information so that they can understand what is happening, and that the information is presented through a medium that is concise, time-efficient, and relevant.

In addition to increasing the lecturer knowledge and understanding of the 334 Reform, CIHE should also explore all available options for increasing the number of employees who have PhD’s. Because the 334 will mean CIHE needs to teach more high-level classes, it will need more educated professors to do so. The process of attaining a PhD is a long and time-consuming one, and as such, requires a great amount of planning and foresight on the part of the institution. CIHE will need PhD-carrying employees in the near future, and as such it is a process that it should start as soon as possible. There are several processes through which they could bring more doctorate degree lecturers to CIHE. The first of these is to hire externally, which would require no further education for any of their current employees. Other alternatives include giving their lecturers some form of compensation while they pursue their doctorate, whether monetary or otherwise. If the school does not have enough money to grant scholarships to their lecturers, they could give them part-time work, or a guarantee that after time off the
lecturers would still have a position open for them at CIHE. Having a portion of their lecturers carry PhD’s will be advantageous to CIHE because it will provide them with the option of teaching advanced, tertiary-level classes. It will also provide them with flexibility if there are any changes that need to be made in the future.

5.4 Classroom and Teaching Changes

Under the new system put in place by the 334 Reform, the government of Hong Kong hopes to encourage more “lifelong learning” within the Hong Kong population. For this to become a reality there must be a change in the type of education that students receive at all levels, including the post-secondary sector. To accommodate the changing curriculum at the secondary level, post-secondary institutions must be willing to make adjustments to their teaching styles and classroom structures if they are to produce students who enjoy learning and possess the critical thinking skills required by the new globalized economy.

While discussing the classroom dynamics with administrators and the academic staff there were several changes that they wished to see put in place. The first of these is an adjustment of the class sizes. Several of the classes taught at this school are based upon student discussions and a two-way flow of information between the lecturer and students. In order for this type of learning to be successful, the number of students must be small enough to encourage group discussion. All lecturers whom we talked with felt that class sizes were too large and should be reduced. However, it was suggested by a few that reorganization of the class structure could be just as successful a change as a reduction in class sizes. Instead of making all classes smaller, classes could also be arranged so that the larger classes were maintained, but twice a week the students in these larger classes would be split into small
discussion groups. This would allow students to receive more individual attention and more frequent opportunities to engage in classroom discussions.

The 334 Reform includes changes to the way that students are expected to learn, as well as classroom structure, and with this there must also be a corresponding change in the teaching styles of the lecturers. They must be willing to adopt, as previously stated, a two-way flow of information between students and lecturer, rather than the more traditional approach that lecturers have used so far, which involves a lecture-based approach with students just listening. At this school, because of the types of majors offered (such as design or hospitality), there are already some lecturers who follow this two-way teaching style, but the change will not be successful until many more lecturers are willing adopt similar teaching styles. They do not necessarily need to implement them in all of their classes because there are some subjects that may be hindered by such a method, but the willingness and ability to utilize them if necessary is very important. In order for the transition to the 334 Reform to be successful, the styles of delivering information to students will need to be altered, and lecturers will need to be willing to make these changes.

Asking a lecturer to adjust the way that they perform their job may require a significant amount of help on the part of the institution. In order to assist in this process, CIHE should host a series of seminars or professional development sessions within which they can provide information to the lecturers about different teaching styles, and the benefits and drawbacks of each. Most importantly in these seminars, lecturers should be given the tools that they need to transition their classroom’s learning environment into a place where critical thinking and an exchange of ideas are always present. By providing lecturers with education about the changes CIHE wants, the college will be able to ensure that all students are being taught in the most efficient and effective way possible.
5.5 Improvement of School Resources

The final area of change that was proposed by administrators and lecturers was an improvement in the management of school resources. The heading of ‘school resources’ is used in a broad context and includes such things as office space, library resources, and the school’s environment. One complaint from the academic staff was that there was an inadequate supply of library materials at CIHE for the students. A solution to this is to arrange a library sharing system with other schools in the area that would allow all students at all participating institutions to have access to the materials in all participating libraries. This would be a cost-effective and efficient way to immediately increase the information available to students. Unfortunately, setting up an inter-library loan system among colleges is a time-consuming and intensive process that would require a significant commitment by all parties involved. A first step for this difficult change would be to increase CIHE’s database of online resources by combining with other Hong Kong institutions. This would be easier on both the libraries and the students and would require no movement of hard resources by anyone. After this has been well established, the possibility of creating an inter-library loan system among local schools and CIHE would be a more feasible option.

While the library resources were a concern among the academic staff, the issue that they were quite adamant and vocal about was the organization and utilization of building space. Many of them felt that there was either inadequate space for classes and other programs, or that the space could be divided in a better manner. One argument for an alternate organization of the building was that it would create an increase in department specific interactions and atmosphere. When walking through one of the campuses at this institution, it is difficult to tell what academic department you are in. There is no feeling of specific environments for departments like there are on other, department-organized campuses. To remedy this, the
building could be reorganized and sectioned off based upon academic departments. For example, entire floors, or parts of floors could be set aside for a specific area of study. Another option would be for the administration to designate sections of wall space for lecturers to display the work of their students. Using public displays of students’ successes is an effective way to promote excellence among the student body. By allocating building or wall space, CIHE would create an atmosphere and environment which would foster a feeling of purpose and belonging among the student body.

The maximization of student resources is an important step if a school is to create the most efficient learning environment for its students, and the best possible work environment for its staff. Hong Kong secondary students see their learning experience at a post-secondary institution as a very important deciding factor when they are investigating what school to attend. An upgrade in school resources would be an excellent way to improve the learning experience of the entire student body throughout the time they are attending CIHE.

5.6 Concluding Remarks

All suggestions to Caritas Institute of Higher Education were based upon the thoughts and opinions of the administrators and staff, many of whom have been working there for many years and have an excellent understanding of how the school is run, and any and all needs that it may have. By promoting change and movement in a positive direction, our recommendations will help to improve the satisfaction for all involved, while helping them to conform to the 334 Reform.
References and Bibliography


Appendix A: Caritas Francis Hsu College Background

Our sponsor for this project is Caritas Francis Hsu College (CFHC) and its sister school Caritas Bianchi College of Careers (CBCC); both schools are community colleges located in Hong Kong. CFHC was established in 1985 as a college that issues two-year higher educational degrees (Caritas Francis Hsu College, 2009d). CFHC is a private, non-profit organization that is funded through both students’ tuition and outside donations (Starowicz et al., 2006).

The mission of CFHC is to “produce responsible and respectful graduates who...can fulfill the role of making contributions to the social and moral well-being of the community” (Caritas Francis Hsu College, 2009c). The mission statement of a university is a significant part of its structure and should not be taken lightly. Everything that the college or university does should be a step in attaining the overall goal that is put forth in the mission statement. This specific mission statement is very important to our project because it touches on the connection between a higher education and being a meaningful member of society. The government also shares CFHC’s believes in the need for “academically and professionally well educated” (Caritas Francis Hsu College, 2009c, College Motto) graduates and is sponsoring the 334 Educational Reform to further this goal.

The overall structure of our sponsoring organization is typical of a college hierarchy in that it has a board of governors, a joint college council, and a college supervisor all of whom oversee the college president (Caritas Francis Hsu College, 2009b). In turn the president is in charge of running the school and is helped by two vice presidents in the areas of academics and finance, as well as a college secretary. While there are academic divisions between Caritas Bianchi College of Careers and CHFC, they both share technical, logistical, and financial resources.

Caritas Francis Hsu College offers Associate Degree programs in Hospitality Management, Business Administration in Tourism and Marketing, Social Science and Business Information Systems (Caritas Francis Hsu College, 2009a). Additionally they...
offer Higher Diploma programs in Accounting Studies, Corporate Management, Computing Studies and Translation and Interpretation. Students who are looking for more rigorous higher education experience can participate in CFHC’s Bachelor’s Degree programs in Business Accounting, Business Administration and Management, Information Technology and Logistics.

Caritas Bianchi College of Careers offers Associates Degrees in Business, Accounting and Management and Marketing Management (Caritas Bianchi College of Careers, 2009a). National Diplomas are offered in Business Management, Finance, Marketing and Personnel. CBCC offers Bachelor's degree programs through its Center for Advanced and Professional Studies. This program partners with other Universities to provide students with Bachelor's degrees in Hospitality Management, Fashion Design, Graphics Design and Interior Design.
Appendix B: Interview Protocol and Transcript for Professor Ameer

Subject Profile
Name: John Pierre Ameer
Profession: Professor of Education
Employer: Clark University
Area of Expertise: Administration and Curriculum Adjustment
Contact Information:

Why this person will be a good source of information:
Professor Ameer is a professor at Clark University in the Education Department. He is currently researching “secondary school reform in the United States” and has experience being a teacher as well as an administrator. With 40 years experiences within the education specialty, we feel that Professor Ameer is a good resource to help us understand more about curriculum reform and how school administrations function.

Explanation about our project for interviewee’s benefit:
Some of my friends and I are currently working on our IQP at Worcester Polytechnic Institute. The IQP is an interactive qualifying project that is completed during a student’s junior year at WPI as part of our degree requirements.

During our second of four terms (which we are currently in) we begin the project, and then during the third term the three of us are going to Hong Kong to work with our sponsoring agent for 7 weeks to complete the project.

The focus of our work is helping two Hong Kong Community Colleges get through an educational reform as painlessly as possible. Along with this the two schools also want to merge and become a large university.

Questions

- Many education systems around the globe have been reformed with the goal to help students achieve life-long skills and to have more students going on to higher education.
Do you think this statement is the case that is happening around? What skills do you consider as life-long skills that students should carry out from their education?

- With your experience as an educator, what necessary curriculum changes within the school that could help students achieve those goals?

The education of vocation and academic is extremely important.

About six high schools of the US are carrying out the model of complete vocation and complete academic. About 92% of the student body is going to college. For example: Saunders Trait and Technical High School

Vocational program gives student two options for what they want to do in life rather than just thinking about college. Moreover, vocational program will give them life skill. There is a finite number of job for college graduates, with infinite amount of students who graduate college. Need skilled workers.

- I know you are currently researching toward the secondary school reform in the United States, and you have had experience of being a teacher and an administrator. Were there any changes in the education system of your school that you were involved in? Please describe and explain what the biggest problems were and what processes went smoothly.

Since 1960s, the high school system has become more rigid, not sure how that fit well in the 21st century.

Since then, high school, where local control was greater, has been controlled by the state more.

In 1966, the US government did not have Federal Education Department, only has Commissioner of Education

Schools only compete for money coming from the state, 4 billion a year that is 7% of the federal money.

Because of that, schools spend more time addressing the state mandate. With such little money, the No Child Left Behind program is difficult.

- Of the following groups do you feel that one of them had a harder time changing during the reform? In other words, was one of these groups forced to change more than the rest of them? Parents, teachers, students, administrators, government. Why?

School system becomes the top down hierarchical from the federal then state then the administrator.
Teachers feel that they are at the bottom of the pyramid and it is hard for Professor Ameer to teach in such environment.

Teachers lose the freedom to teach what they feel suitable and therefore lose their creativity in teaching.

- *What necessary precautions should be taken into consideration by a college undergoing statewide reform?*

The program combining vocational training as well as academic

Include the teacher group into the loop – greater teacher autonomy (They are the most important group in the school)

Differentiate staffing – forming a hierarchy within the teacher group so that the senior teachers could be guidance for the younger ones, as well as make them feel they are respected. “No one knows better in teaching than teacher”

Provide the teaching staff resource as well as responsibility

Collaboration – negotiating curriculum: what students need to learn and what students want to learn

Pull more people into decision-making

- *Are there ways in which you can build flexibility into a curriculum in case a future reform needs to be made? Conversely, are there any characteristics of a school system that make it inflexible that we should make sure are avoided?*

Should have a general objective, for example “enable to go to college and have life-long skill”

Provide the teacher with that objective to develop into a set of curriculum and teaching method.

Teachers should inform the administrators what they are planning to do and should be accounted for their decision.

Accountability system – will empower the teachers, tells the teacher to make the curriculum work and have to prove to the upper level how curriculum works

Currently, the state is accounted for the result of the schools.

*Extra note:*

Parents rarely get involve to what the school teaches their children.

The level of how much the parents get involve is depend on the social-economic level.
Middle-income parents sometimes will comment if their children are not going to college.
Lower-income parents are not sure what their role is in school.
Very small amount of school encourage the involvement of parents.

Community colleges currently are in an between-purpose. They are originally offering two-year program for those whose professions don’t need 4 years of college. Right now they have lost their real purpose because they also offer college degree for those who have financial problems that they couldn’t afford going to actual colleges and they also have become a place where people who failed high school come to take an initial 2 years of college education then transfer.

--End of interview--
Appendix C: Interview Protocol and Transcript for Brian Yuen

Subject Profile
Name: Brian Yuen
Profession: Student
Employer: Worcester Polytechnic Institute
Area of Expertise: Hong Kong experience
Contact Information:
Why this person will be a good source of information:
James comes from Hong Kong, where they are undergoing an educational reformation. This means that he will have experience about what has taken place within Hong Kong from the year 2000 to the present. He can give us personal account about how he feels about the education reformation and how people around him have reacted too it.
One great part about this interview is that it can be used as a trial run for the interviews that we have when we are in Hong Kong. When we start doing our research over there we are going to be interviewing people who are connected with the educational reform (parents, teachers, students, etc). Now that we have someone with this connection to interview during B term we can gain some preliminary experience that will improve the interviews that we take in Hong Kong.

Explanation about our project for interviewee’s benefit:
Some of my friends and I are currently working on our IQP at Worcester Polytechnic Institute. The IQP is an interactive qualifying project that is completed during a student’s junior year at WPI as part of our degree requirements.

During our second of four terms (which we are currently in) we begin the project, and then during the third term the three of us are going to Hong Kong to work with our sponsoring agent for 7 weeks to complete the project.
The focus of our work is helping two Hong Kong Community Colleges get through an educational reform as painlessly as possible. Along with this the two schools also want to merge and become a large university.
Questions

- Being in Hong Kong, you probably have heard about the secondary and tertiary educational reform that has been going on since 2000. Would you like to tell me what you understand about the movement?
  
  Since then there has been several major changes:
  
  1) Mandarin Chinese has been introduced into the school curriculum. At the same, English has been moved changed to an elective. It is not necessarily structured so that a student can choose to take English, but rather that a school is ranked in three tiers, and only the top tier of schools teach English as a subject.
  
  2) The number of years that a student spends in high school has deceased by one year, and the number of years that a student spends in a university has been increased by one year. This matches the HKG system to the US system of 4 year of High school and 4 years of higher education.

- Have you actually experienced in the change of the system and curriculum?
  
  They began to teach Mandarin when I was still in HKG. But at that time, it was only a once a week lesson in literature class.

- Do you think these changes are for better or worse?

  I believe that these changes are for the worse. Because English remains the dominant language in world trade, making English an elective subject for secondary school is simply terrible. Furthermore, many people in HKG embrace the identity that HKG was a former British colony, and English is more or less a part of HKG culture. Is an identity that distinguishes us from Chinese people, and allows us to identify ourselves as Hong Kong people.

- What about the people around you? Your friends, teachers and parents?

  My parents decided that English is so important as a part of my education that they rather send me to school here. A good number of my teachers with the financial means have immigrated to either the US, Australia, or Canada. I think that answer your question there.

- I also understand that you have experience with the education system of the US, how would you compare that with the Hong Kong current education system? Please state what you like and what you do not like.
The education in the United States promotes individual thinking and creativity, while the HKG system promotes uniformity, order, and discipline. Each has its own pitfalls, not that one is clearly superior to the other. But certainly the US education system gives student much more freedom to pursue their personal dreams and goals. In their system you can choose your own path. In HKG, they expect you to excel in every subject and be a top-tier student from elementary school to secondary school. I think the HKG system has destroyed many talented students who may be strong at one subject but weak at others.

On a personal note, I believe that the HKG education system is an utter and complete failure, seeing that HKG never produced a Bill Gates, Kurt Vonnegut, Michael Jordan... etc. HKG education is system is competitive, and it gives people knowledge, but not wisdom.

- If you were able to make a change in the curriculum that you have studied under, what would it be?

I will abolish the much dreaded weekly dictations because I doubt that it does anyone any good. They put unnecessary stress on the students. Even though we can recite the words, no one understands their value. I think the best thing that the HKG education system can do is to combine Chinese history with language and literature. I would recommend this because most Chinese literature is about history, and is well written at that. Teachers need to learn how to teach history to make the words come alive, instead of just reciting what they see on paper. They need to make us understand the significance of each historical event. This would make history more interesting, and give language a face, and literature life.

--End of interview--
Appendix D: Interview Protocol and Transcript for Anne Hardiman

Subject Profile

Name: Anne Hardiman
Profession: Co-Principal of Hosmer School (Watertown Elementary School)
Employer: Watertown Education Department
Area of Expertise: Education
Contact Information: ahardiman@watertown.k12.ma.us

Why this person will be a good source of information:
Over the last decade there has been a shift in educational funding and organization within the small town of Watertown. One of the changes that was made was the abolition of multi-grade classrooms. The structure of most classes used to be K-1 (kindergarteners and first graders in same room) or 2-3 (second and third graders) and so on. This was only done in their elementary schools. Personally I was involved in three such rooms like this over the course of my 6 years in elementary school (K-5) and they were a great experience for me. By getting rid of these classes the teachers and administrators were required to reform the curriculums and we can learn from this process.

Explanation about our project for interviewee’s benefit:
Some of my friends and I are currently working on our IQP at Worcester Polytechnic Institute. The IQP is an interactive qualifying project that is completed during a student’s junior year at WPI as part of our degree requirements.

During our second of four terms (which we are currently in) we begin the project, and then during the third term the three of us are going to Hong Kong to work with our sponsoring agent for 7 weeks to complete the project.
The focus of our work is helping two Hong Kong Community Colleges get through an educational reform as painlessly as possible. Along with this the two schools also want to merge and become a large university.
Questions

- *Have you been a part of any educational reforms during your carrier as an educator? If so describe them. Time frame? Which schools were involved?*

One thing that you need to remember that is that there is always changes that are occurring in the public school systems.

One of the big changes that I was a part of was around the time when you were in preschool and I was a teacher. We integrated the special education students into the regular preschool classrooms.

Another change that we did at the Hosmer School was to introduce multi-age classrooms. These were put in place as a way to diversify instruction given by the teachers and allow the instructors to deal with students of varying ability levels.

Multi-age classrooms allow the school and teachers to cater to the needs of the individual students. They no longer have multi-age classrooms at Hosmer School because of a change in state and federal laws that move educational systems toward standard based curricula. This is kind of the opposite of what you are doing in your project. It was, similar to yours, a change that was driven by the government and politics.

The goal from the teacher’s point of view is to reach all kids that you can and under the given curriculum multi-age classrooms were no longer the best way to do this.

A lot of the times parents view multi-age classrooms as places where special education kids go, but they are also for high achievers. In both of these cases the teacher needs to cater to the individual student because of special needs of one kind or another.

Another advantage that multi-age classrooms give is to let younger kids look to the older ones as an example. And then later on when the younger kids are older they can act as leaders and have experience with that as well.

One good question to ask when doing a reform is: what are you losing from this reform? What is it that you can do to bring this back in the new system? What is in the students’ best interest? What can I do to modify the cookie cutter mold for the betterment of a student?

Another option to multi-age classrooms is looping where a teacher will take one class onto the next grade and teach them for another year.
One important thing that you should keep in mind throughout a reform is that you must always reflect and look back at the changes that took place and have an evaluation system in place to monitor the changes.

- Of the following groups do you feel that one of them was particularly hard hit by the reform you were involved in? In other words, was one of these groups forced to change more than the rest of them? Parents, teachers, students, administrators, government. Why?

Typically students are the least aware of the changes. Teachers are the most impacted because they are the ones that are asked to do so many things differently. Administrators are in the same boat as the teachers. Parents do not really need to do anything differently under a reform, they just need to deal with the fact that something may be different for their kids. The hardest hit groups are the teachers and the administrators because they are the ones that need to implement the changes and make sure that they take place.

- Are there any pieces of advice that you would give to a school that is undergoing a reform like the one that we have mentioned?

The biggest thing that you have to do is share information with constituents. Another piece of advice would be to share information and show data to support the changes that help to rationalize the changes so that others can understand them. If you skip the part of the process where people buy into your ideas then it will not work. Give training to the people that are important in the reform such as teachers. Give others that are involved the opportunity for input. During a reform, even though it is nice to hear from everyone, you need to move forward. Do not get stuck on a problem, work on solving it as a group, but if it cannot be solved then someone must make a decision and move on. If someone has a legitimate concern then do all that you can to address it as a group. There will always be drawbacks to any proposed solution but it is the job of those in charge to minimize, and then to deal with, these. Draw out the strengths of a proposed change, and try to change/fix the negatives. Make sure that you get feedback from those involved. How do you sustain change? Can you continue the initial impact?
- **Were there certain types of students or teachers who could cope with your changes better than others?**

  The teachers who best dealt with the changes were ones who were open to new ideas, were excited about change, were concerned about making things better, didn’t see individual students as all fitting into one mold, and ones who can buy into new changes. The issue is, how can you support teachers who are excited about new changes without letting them take on too much work and get overwhelmed?

  If you are the person in charge of a reform you may have to match their personality with how you deal with a problem. For example, for one teacher you may need to act like a dictator when making decisions, and for others you may need to act as a peer.

  For the teachers who are stuck with a negative attitude: just tell them that you “can’t have it this way” and show them the evidence of why the change is being made.

- **Looking back, if you could change one thing about the process what would it be? Why?**

  Know when to stick with what you are doing, and know when you need to be able to realize when something is not working and readjustment is needed. One way to figure out which of these to use is to look at the factors that provoked the change, and see if the factors are any different now. Focus on the reasons behind the change.

  What are future potential challenges? Do not wait for them to happen, try to foresee obstacles and plan for them. Do not get too headstrong either.

  Try to get input from as many people as possible.

- **Do you think that global economic competition is a good motivator for educational change? Why, why not?**

  Yes, I do. And apart from the economy I also believe that another good motivator for change is technology. Every individual school is part of the development of the global economy.

- **Are there ways in which you can build flexibility into a curriculum in case a future reform needs to be made? Conversely, are there any characteristics of a school system that make it inflexible that we should make sure are avoided?**

  Implement some level of a feedback system, built in review.

  Who is coming to the colleges? What are their needs? Are these needs being met by the current curriculum or are there changes that need to be made?

  It is possible that you could survey the incoming students to get in touch with some of
their needs or opinions. Make sure that you are looking at the flexibility based upon the work force and economy that the students will be a part of. Keep in your mind that you are consciously putting in flexibility so that when changes do occur you are mentally prepared for them.

*Some general notes that she had:* You must include all groups so that people do not feel that the decisions were made by a small section of people in a vacuum. At the same time you may have to take control or you will get bogged down and not get anything done. In other words, let people have a voice, but you may have to say “no”. Contracts can get in the way of changes within the educational system. Sometimes even the majority of the teachers want to make a change as well but there are a few teachers who do not want to and the contract are on their side so the change isn’t made. Education should be seen as preparation for the economy and students need to be able to compete in the world, add to the world as it is now, as well as make a living.

--End of interview--
Appendix E: Interview Protocol and Transcript for Joyce Doblmeier

Subject Profile
Name: Joyce Doblmeier
Profession: High School Teacher
Employer: Rhode Island School for the Deaf
Area of Expertise: No child Left Behind, Preparing Students for Post-secondary Education

Why this person will be a good source of information:
As an educator at a deaf institution, Joyce Doblmeier has to deal with many of the lesser known sections of the No Child Left Behind act. She has knowledge of capstone projects and other tools used to assess students who are unable to pass the traditional state required exams. These experiences are similar to the reasons that the educational reform we are studying was instituted and some of the processes that she has worked with will be similar to the ones that we will examine.

Hi there!
My name is Joyce Doblmeier and I teach math and science to deaf children in grades 7 through 12. I’ve been teaching deaf students since 1976, so I think this is why I was asked to respond to your questions. I hope I provided you with enough information and please do not hesitate to contact me again if you need more. Good Luck with your project!

Questions

-Describe your background as an educator.

In 1972 I got a Bachelor’s degree in Secondary Education with a major in Biology and a minor in Chemistry and Physics. I taught for a couple of years, but was not happy. So I did biomedical research at Brown University, but missed the human contact with teaching. In 1976, I took a cut in pay and became a glorified teacher aide at Rhode Island School for the Deaf. After the first week at the school, I knew this was my career for life. I got my Master’s degree in Deaf Education from Boston University in 1978 and have been teaching deaf students ever since. I’ve taught in 4 different schools for the deaf. One of the 4 schools where I taught was a national demonstration high school for deaf students. Our job was to teach, develop curriculum, and
coach other teachers of the deaf. I was a teacher, coach for science teachers at deaf schools in
the Mid-Atlantic region, wrote 2 science textbooks for deaf children and received a national

- Have you been a part of any educational reforms during your career as an educator? If so
describe them. What was the time frame? Which schools were involved?
- As a teacher how do you feel you were impacted by the reforms? Did it make your job easier or
harder? (see the blue colored responses)
- How do you feel the students were impacted? (see the green colored responses)
- How has the no child left behind act changed the way you educate students? and
- How do you feel education has changed over the last 5 years? (see the red colored responses)

Since 1980, I’ve been involved in 4 major educational reforms. The first 2 reforms took
place at the national demonstration high school for the deaf, MSSD, on the campus of Gallaudet
University in Washington, DC, which is the only liberal arts college for deaf students in the
country. The first reform was to give deaf students the same textbooks that their hearing peers
would be using. Before that, we would take existing textbooks and rewrite all the language by
eliminating difficult grammatical passages. This did not prepare our high school students for
traditional textbooks at the college level. The time frame for this change was about three years,
with the school giving us extra pay to develop curriculum around traditional textbooks. It was
successful and I feel it greatly benefitted the students. I enjoyed the opportunity to make extra
money in the summer and have the extra time to incorporate this change into my teaching and
curriculum planning.

The second reform was to change the structure of the school from individual
departments such as math, English, science, and social studies departments into a team
structure. The school was changed to a structure of 4 teams: freshmen through seniors. Each
team had English, math, science, and social studies teachers to provide the instruction for the
students on their team. The first 2 hours of each morning was spent by the teachers of each
team discussing how to make our curriculum interdisciplinary. This reform was less successful
because it virtually happened “overnight.” We left school in June assuming everything would be
the same when we returned in September, only to find out the first day of school that everything
was changed, even our physical classrooms were changed. It was a very difficult change without
any preparation and we were assigned to a team without any input as to which team we would
like to teach on. We had no professional development training about how to teach on a team
with an interdisciplinary approach as opposed to our traditional system of teaching within our content department with colleagues of the same content area. I was the only science teacher on my team and I felt isolated without my other science colleagues. I wasn’t even sure if this was the right approach for my students. In fact, I was so unhappy I left after 2 years and got my current job at Rhode Island School for the Deaf. Also, deaf students with deaf parents pulled their children out of the school and sent them to Maryland School for the Deaf, because they felt the students were getting a “watered down” education. The school lost about ⅓ of their teachers for the same reason of being very unhappy. Those that stayed were not happy either, but stayed for various reasons. It took about 5 years in total for the school to work out the chaos caused by this change. By the way, two years ago, they changed back to departments again after seeing that the team approach did not improve student achievement.

The third reform was at Rhode Island School for the Deaf and was to teach to a set of content standards called “New Standards.” There was no pressure from the administration to implement this change. It was really based on whether individual teachers wanted to incorporate this change into their teaching or not. The problem was that this change was not implemented by all teachers across the school. I liked this reform and I did incorporate this change because it finally made the teaching of deaf children equivalent to the teaching of hearing students. It did not minimize the education of deaf children and as teachers of the deaf, we would use our expertise to teach the same content that their hearing peers would learn. The obvious difference is that deaf children are several grades delayed so they would not be on the same chronological level. For example, if density is learned at 6th grade by hearing students, then we would probably be teaching it to our high school students when they got to that level. It was not the attitude, “Well, they are deaf and they can’t learn that stuff!” Yes, they can learn it when their thinking level is at the abstract level which happens at a later age with deaf children. I feel the students did benefit because they were getting more of an equal chance at education. I think the students enjoyed this because it gave us more leverage to do standards based instruction with project oriented work. The students received a lot of pleasure after completing a long range project and it had real meaning in their lives. We never got any professional development training in how to incorporate the New Standards into our teaching, since it was not really a high priority at the school.

The fourth reform is at Rhode Island School for the Deaf and we are currently working through this reform change in the high school. It really started with the No Child Left Behind Act
(NCLB) which states all students, no matter what their educational level is, will perform at a proficient level and will make significant gains on a yearly basis. In fact, schools are measured by the amount of progress their students make and this progress is tied to federal money. Therefore, it is a huge priority in all schools. Unfortunately, the only way to measure progress is test taking. Students take tests on a yearly basis in English, math and science and then the school is issued a “report card” based on student progress, the percent of progress or the lack of progress. Schools in Rhode Island with insufficient progress are warned and then eventually taken over the state of Rhode Island when they have not shown progress. Currently, our school has shown no progress and has been taken over by the state of Rhode Island. This reform was imposed by the state of Rhode Island so all schools have to change to be in compliance with these regulations and one new regulation is called Proficiency Based Graduation Requirements (PBGR). PBGR dictates that students not only have to pass their courses based on credits to get a diploma but need to show additional proficiency with any two of the following: end of course exams, portfolio of work, senior project or complete a set of tasks developed by the Skills. Each of these has its own set of expectations that must be met to show proficiency for a diploma. In Massachusetts, the students have high stakes testing and must pass the state test called MCAS. Rhode Island did not want to go that route with high stake tests, and developed the PBGR system instead. Rhode Island started this reform in 2004 and evaluated each school in 2008 to get preliminary approval of their PBGR system. The schools are evaluated again in 2010 for continued progress and finally in 2012. By 2012 every school needs to be in full compliance with PBGR in order to issue a sanctioned diploma from the state of Rhode Island to students of the class of 2012. So schools were given 8 years to develop the PBGR system in their district. The Department of Education provides various workshops to administrators to help their schools with PBGR. At Rhode Island School for the Deaf, we’ve had numerous meetings and training with specific individuals who give us first hand feedback on our progress. The current problem with our school is that the administrators are not getting this training; therefore they have a lack of knowledge. Only the teachers are being trained, so the responsibility falls on our shoulders to develop a system that represents our school. I have mixed feelings about this reform because it is tied to expectations which are dictated by certain types of assessments. We have to worry more now about the students making progress than before when we were more concerned as to whether they were getting the best education. It almost forces us to “teach to the test” even though we don’t have high stakes testing. Our assessment is dictated by choosing two of the
measures mentioned above. Our school chose senior project and portfolio which I am happy about because I think those two types of assessment gives us the most flexibility to meet individual needs of our students. We are in the middle of this PBGR reform so it is hard to predict if the students will be better off or not.

-Looking back, if you could change one thing about the process what would it be? Why?
- Changing a process that many people are comfortable with can often be stressful. What do you feel is the most effective way to mitigate this friction?

I can answer both of these questions together because if the process of change is done right, then the friction will be minimal. There will always be friction because you will never have 100% agreement with the reform. However, if you analyze my responses, you can see some similar themes.

First, is the time frame for reform and that the change is not done overnight but phased into operation through stages. At each stage, the goals should be specific and give the stakeholders time to “buy into the process.”

Second, the change should be research based and not someone’s opinion. It is wrong for the change to be taking place because the new administrator likes the idea. People won’t buy into that. It must be shown to the stakeholders that this approach has a good chance of succeeding and give them an opportunity to see similar models or talk with people who have implemented a similar reform.

Third, it is crucial to give teachers professional development training in the new process. Teachers like to be taught and shown how to do this. They don’t like to be left to “sink or swim” and figure it out yourself. With training teachers can envision how to incorporate these changes into the classroom and the change will be more successful.

Fourth and maybe the most important, is leadership at the top administrative position. It would be ideal if this leader were an educational visionary. This educator can speak to the concerns of the teachers and understand what it is like to be in the classroom. This administrator should have a vision that can be communicated to the teachers and they can start to believe in.

True that no one likes change but if everyone can see, in varying degrees, that this change will improve the students’ success, it will be a less stressful time for everyone involved.

--End of interview--
Appendix F: Lecturer Focus Group Protocol

Our hope is to be put in touch with lecturers by the department heads, and from that we can organize them into several focus groups within which we will touch on all of the questions below.

When talking with the lecturers we hope to gain information in three main areas: Thoughts about the Reform, teaching methods, and any needs that they as a group might have both during and after the reform. Their opinions about the 334 Reform are important because we feel that the lecturers are the group that will be hit the hardest by this reform. Therefore, we need to know what they think about it so that we can try to address any concerns that they may have. A discussion of teaching methods will help us learn how classrooms are run and in what settings different methods are applicable and this will allow us to make recommendations to the school about teaching methods that can make the school better for the students and lecturers once the 334 Reform is in place. The final category of discussion is important because it will be used in comparison with the administrators’ views to make recommendations to the school’s department heads and other administrators about how to help the teachers thought this period of adjustment and change.

1) What are your general thoughts or feelings about the 334 Reform and how it has affected you and your work?
2) How do you expect your responsibility and work load to be effected by the 334 reform?
3) How do you feel about the 334 Educational Reform that has been put in place? Do you agree with it? Why, why not?

4) What are you understandings about the curriculum changes in the senior secondary level? Will you be modifying your lesson plan because of this? If so, how?
5) Are there any teaching methods that would be considered innovative that you have successfully used over the years? Would any of these be more helpful in teaching students in this new system? This is an important part of the focus group. Try to foster a long conversation between the teachers about this topic. Gather as much information as you can and make sure that you facilitate give and take among the teachers rather than between a teacher and yourself. For example, if someone describes an unorthodox teaching method, get the reactions of all the other teachers about it.
6) Are there any changes that you plan on making to your teaching style once the new educational system is in place? For secondary schools system, exam-driven teaching style will mostly be omitted replacing with more practical based teaching style, the assessment system will also be more of a project based and discussion assessment rather than just exam. We think when the students enrolling in tertiary level are under this type assessment, lecturers would need to adapt to this hand on practical method if they have not already done so.

7) Our main purpose here is to make recommendations to CFHC and CBCC to help all of you get through the 334 Reform as seamlessly as possible. Are there any changes that you as teachers would like to see implemented? Is there anything that the administration can do during or after the change over the 334 system to make it better for you as a group?

8) Are there any experiences that you have been through in past reforms in Hong Kong that had either positive or negative results? What can we learn from these and how can they be applied to the betterment of CFHC and CBCC and make your jobs easier/better?

9) Is there anything that we didn’t cover that you would like to talk about? Or perhaps there is a topic that we touched on that you would like to expand upon or say more about.

Optional follow up question:

Now that we have heard your views about the Reform and its affects upon the schools, we would like to share with you some of our preliminary thoughts and possible recommendations and get your reactions to them. Share with the teachers some of the changes that we think we may suggest. For example, these will include implementing an evaluation system that will periodically take stock of how the school is operating.
Appendix G: Lecturer Focus Group Transcripts

Focus Group No. 1
Conducted 02/01/2010

Attendance:
- Brendan McLoughlin (Note taker)
- Paul Moan (Lead)
- Giao Tran (Note taker)
- 5 lecturers

Transcript:

Thoughts and feelings about 334
A:
The government has my full support this time
The planning of 334 system originally improved knowledge base
“In line with the international system of education”
To us, the lecturers, we are concerned about the prospect of our careers
The student recruitment / performance in the college will change with 334 and affect the careers of the lecturers.
Changing of the target group (S6 leavers instead of S5) will require an adjustment of the curriculum

Work Load Change?
A: Expect changes with 334 but do not know exactly what they will be
Curriculum will change, likely increase with workload for the transition years.
B: Student population is going down.
Agreed with A’s concerns
Job security is main concern for teaching staff.
The teaching model is changing, originally was lecturers + tutorials. Now seeing / expect to see more open forum discussions, real life applications, presentations and competition.
Need time to change
Smaller class size for optimizing
Government must propose appropriate class size
Hope CFHC will appeal to this change financially
A + B: feel ready for this change
A: each type of class has a different optimum class size
Entering students will be more mature and able to handle different teaching methods.
B: smaller classes are good because the lecturer can change the teaching style to fit the student, with large classes they are forced to teach toward the mean
A: Learning speed is different for different types of students. Lab work requires smaller classes for hands on learning.

What would you like to see changes?
B: support from college is essential for students. Language support is critical
A: most teaching staff would like to gave a higher educational degree. Need financial support and time from the school.
B: Financial support is very important.
A: Encouragement is not enough, how do we do it without support?
At Polly U I had 100% support financially and time, here we have nothing.
Experience
B: It is quite critical at this moment; we want support form caritas college. How can we afford time to further study if the hours of teaching are long?
Reduce the teaching hours so we can have time
C Joins table
A: For example you could apply for reduction of teaching time to cut back your hours, here they don’t have that system.
B: financials are tight we understand
A: one class is 40 people
B: you can image how large our workload is

Teacher Assistants?
A: we are a sub degree institution. How would this work? We are starting to employ group projects to cut down on the amount of grading. But this has its own problems, at the beginning most students like it but later some students don’t do the work. It’s hard to figure out contributions within the student teams.

D and E join the group

*Thoughts on 334 again for CDE*

D: Good -> less pressure from exams
6 years to catch up in education
Good for long term but problematic for teachers who must learn the new curriculum
Education needs to catch up the society
Nothing in particular is going to badly effect us, we just need to make the transition smoothly
B: curriculum would only change a little bit, just teaching quality and student recruitment.
Curriculum is not a big problem
C: student recruitment is a big problem
D: if the coming years, if we have a good job of classes and bigger campus the problems will not be so bad during the gap year
A: (jokingly) we should give the caritas secondary schools a quota of the number of students they need to send us.
E: for me, its ok, but as a parent, it’s a big concern because they have so basic an education and maybe they can’t survive. My daughter knows nothing.
C: Schools should spend more resources on expertise that the Caritas lecturers can provide
D: Secondary school teachers are just getting out of college with no experience, with the new Reform they will be teaching practical classes like business administration which they aren’t qualified to teach.

*Main Observations*
Very concerned with career stability.
Did not want to recommend changes without prompting from us.

Students entering from S6 will be more mature than the current S5 kids.

Two main changes they would like: class sizes and financial support for continued lecturer education (doctoral degrees)

--End of the focus group--
Focus Group No. 2

Conducted: 02/01/2010

Attendance:

Brendan McLoughlin (Lead)
Paul Moan (Note taker)
Giao Tran (Note taker)
4 lecturers

Transcript:

-The 334 educational system is not exactly a new one for Hong Kong. About 20 years ago there was a similar system that was in place

“The new system will be good for students to prepare themselves for higher education”

-For perspective students it is better, it allows for a more holistic approach, which can include more language subjects and more general education

-The school must contribute more resources to campus life if they are to add an extra year to the curriculum under the new system

-The government will also need to give more money to government funded schools if the longer curricula are to be successful but Caritas is privately funded so that will not come into play with them

-Lecturers will offer more courses so that will change their work

-Lecturers will be forced to reprogram the depth of their courses and in order for this to be successful there will need to be more resources devoted to this issue

-They are already using some new teaching methods in the secondary schools that will need to be applied in Caritas in the future. This exposure to the methods will allow the current secondary school students to be more successful in the future tertiary level classroom because they will already be familiar with the newer types of learning.

-They felt that it was important that within Caritas the department heads and administrators make sure that there is no overlap with information taught to students. They say that they need to keep the students interested and don’t want to waste their time or the students time. The bridge between each year within Caritas should be smooth.

-They would like to have more time to design the new curriculum and teaching method that would be more fit to the Reform
The biggest immediate issue is the secondary school ‘gap year’

When we brought up the idea of myWPI they liked it but they agreed that much better IT support was needed if something like that is going to be successful. And even if they do not get myWPI-like software they still want better IT support.

Smaller classes needed for practical or conference type classes.

The lecturers and administrators here are used to change so this one will not come as a shock to them. They have been involved in so many that they know how to deal with them.

--End of the focus group--
Focus Group No. 3

Conducted 02/03/2010

Attendance:

- Brendan McLoughlin (Note taker)
- Paul Moan (Note taker)
- Giao Tran (Lead)
- 3 lecturers

Transcript:

- Within this department the lecturers do not really see any problems from their point of view, as far as the 334 Reform goes. However they are not sure if the students will deal with it well.
- Within the design department they are teaching project based subjects so the change won’t be as bad because the new system will be more project based as well.
- Students are graded/evaluated based upon their final product when in these project based classes—some classes are lecture based though and in these they are less focused on the final project.
- Within this department the lecturers do not see any difference between the old system and the new one that they will soon be in.
- There will not be any large scale changes from their point of view.
- The design department is in the process of amending some of their subjects. It is easier for them to amend/modify a current degree rather than making a whole new one and getting it validated by the government. For example, they could remove a few subjects and add in something extra and make a new major like media production.
- They want students to have a lot of experience in as many areas as possible which is a skill that is dictated by the needs of the economy and the job descriptions that are out there.
- After the 334 has been put into effect the students that come through Caritas will be in a better position to get into “university mode” and possibly continue their education at a higher university.
- In general they are not sure if the students will be able to change their mindset of less high school time to more college time.
- The way that courses are designed in secondary school they are not interesting to the students. Also, the mindset of the teachers and management is that if students want to fall asleep in class...
and not learn, they can do that. If the student has no interest the management does not care so how are students supposed to stay interested and motivated? This type of self motivation system and exam based system are designed for the education of the elite, it benefits the good students. However, the less talented students, like the ones at Caritas, are hindered by this type of a learning environment.

-They say that some students can’t take the major of their choice (even if they are 100% qualified) just because the major is already filled up with students. They do not do this at CIHE. If a student does not qualify they may not be accepted into a certain major, but if they have passes all requirements they are not turned away.

-One thing that the lecturers said that they would like to see change at the school is more space for design work. They think that the school is too formalized, it does not have the feel of a design school. They would like their own floor, or something like that, which they could make their own and give it an atmosphere of a design school. They think that this could give the students more of a sense of belonging, purpose, and motivation

-He reiterates that they are not nervous/concerned about the Reform

-The connection between schools in Hong Kong is very important. The job of the secondary schools is not only to teach students, but also to prepare them for tertiary school. A lot of the time there are students who want to pursue a career path but are not able to because the schools don’t offer those type of classes.

--End of the focus group--
Appendix H: Administrator Interview Protocol

We plan to talk to all of the department heads at CFHC and CBCC that we can get in touch with, as well as anybody above them that is still involved in the academic administration side.

When talking with the administrators we hope to gain information in three main areas: their opinions about the 334 Reform, any suggestions that they have for change and how best to deal with it, and what they are doing to help the lecturers and students. Their opinions about the 334 Reform are important because they are one of the main groups that our recommendations will need to help. Also, the administrators have been through educational reforms before and may be able to offer some advice about how best to deal with this one. We wish to talk with them about how they are going to help the lecturers because it is our view that this will be the group that has the hardest time adjusting to the new system. We will take what the administrators tell us in these interviews and compare it with what the lecturers say that they need when we talk with them. If there is a large discrepancy between the beliefs of these two groups then we know this is an area we need to address.

1) What are your general thoughts or feelings about the 334 Reform and how it has affected you and your work?

2) How do you feel about the 334 Educational Reform that has been put in place? Do you agree with it? Why, why not?

3) Our main purpose here is to make recommendations to CFHC and CBCC to help them get through the 334 Reform as seamlessly as possible. Are there any changes that you as an administrator would like to see implemented to help ease the transition for you as well as for the lecturers and students?

4) Are there any experiences that you have been through during past reforms in Hong Kong that had either positive or negative results? What can we learn from these and how can they be applied to the betterment of CFHC and CBCC?

5) How do you plan to help the lecturers get through this Reform? Are there any possible changes that you have ready to put into place when the 334 Reform deadline arrives?
6) Is there anything that we didn’t cover that you would like to talk about? Or perhaps there is a topic that we touched on that you would like to expand upon or say more about.

Optional following up question:

Now that we have heard your views about the 334 Reform and its effects upon the schools, we would like to share with you some of our preliminary thoughts and possible recommendations and get your reactions to them. *Share with the administrators some of the changes that we think we may suggest. For example, these will include implementing an evaluation system that will periodically take stock of how the school is operating.*
Appendix I: Administrator Interview Transcripts

Interview No. 1:

Position: Senior Administrator

Date and time: 10:00 am, 02/03/2010

Interview Transcript:

-Feelings about 334
Admissions requirements will be an important factor going forward. They are going to change in reaction to 334. But it is not clear what they will be yet.
Currently
S5 takes 3 years for AD / HD
S7 takes 2 years for AD / HD
HND students can advance to a one year top up degree. But not a degree w/ honors
AD / HD students need 2 years for a top up degree.
With the new system the transition will be smoother and less messy.
Community college 2 + 2 (university)
Government is working on common descriptors for: admissions, qualifications and degree requirements
334 is a good thing because it works better with the world’s education system. (Even Scotland!)
-How will 334 affect CIHE?
Gap year will affect many self financed colleges. CIHE will not be as affected because we will start providing our own degree programs. Recruited students will stay at CIHE longer.
-Experiences
“I have seen parents cry year after year because of the reforms.”
Biggest reform was the change in language policy in secondary schools. As a result, English has suffered but Chinese has not improved. 30-60 year olds speak English very well in Hong Kong; current Caritas students not so much. This is unfortunate because English is a de facto global language. Now schools are allowed to decide what language they can use. (Not forced to use Chinese)
The Hong Kong education reform over the last 12 years has been influenced by three secretaries of the board of education. The current secretary is a diplomat who is open for compromise because he let the secondary school choose to pick the teaching language. Reforms such as language reforms are pretty common for post-colonial society. The hardest hit by the reform are secondary school teachers.

All universities with the exception of Chinese U, English is the language of instruction. Caritas gradually introduces more English each year. However, all the test are in English which can be difficult for first year students. To address this Caritas has hired more native English speakers, and increased the number of required English classes.

The difficulty for the lecturers is the gap of language between them and the students because they have to teach in English and the students may not understand all of the information. To help assist the lecturers, administrators hire native speakers to improve students’ English skill and this would make classroom environment a bit easier for the lecturers.

Most local parents are worried about the exam. They want to know what will be on the exam and how to prepare for it. Countries that share the “chopstick culture” are often very exam focused. Hong Kong only has so many universities thus only so many slots for some majors like lawyers or doctors.

Hong Kong has transitioned from industry to commerce. Even as late as the 90s you would still see electronics that carried a made in Hong Kong stamp.

Professors at Hong Kong universities are paid very well but they are also subject to a “publish or perish” mentality.

--End of interview--
Interview No. 2:

*Position: Senior Administrator*

*Date and time: 10:00 am, 02/10/2010*

**Interview Transcript:**

- They are not terribly worried about student recruitment
- They have dropped to such a low number of students that think that dropping to a lower number will not happen, they actually predict an increase
- “We want to have more” – referring to students
- They are not worried about a drop in student number
- They have some new programs that have a cap number that they can’t go past and for those they actually need to turn kids away from these
- In reference to student numbers and recruitment: “we should be able to do better”
- In reference to the Caritas website: “it could be better” “it will be important” “3-5% increase in enrollment if we have a better website”
- “The website also serves a public relations improvement role in the local community and gives the university a better and more professional face. It can also help with government support, as well as student employment.”
- Seminar at Langham Place: “we want something like that to attract students and it will allow us to have a long term plan, not just during the attraction period, but during the after a student’s education. We have been here for 40 years”
- “We still want graduates to be in the loop”
- In reference to whether or not you like the 334: “as far as the system is concerned, I am not particularly in favor of one over the other. It is not the system, it is the support that is offered to the students.”
- Based upon his experience in the education sector, “lifelong learning” is very important, as well as the fact that students need to realize that there is “always an alternate path for learning” - most students at Caritas are not in the top tier or percentile in secondary school but Caritas provides students with areas (ie. Design) where they are able to excel. As an example he referenced the recent city wide prizes that CFHC and CBCC students won in the area of graphic design.
- Key points for students are that there is always an alternative path for them to get to the university system, and they should have the motivation and support system that allows them to pursue lifelong learning.

- At Caritas they will need to adjust the curriculum during the 334 as well as the student attitude

- The gap year is actually an opportunity for the overworked Caritas staff to relax but right after it the work will pick right back up

- Caritas is a small enough school that they should be able to provide students with better support, more care, and more of a human touch—Caritas should be a positive impact in the students' lives

- They need IT to support and maintain student contact and also be able to provide them with electronic portfolios of their work.

--End of the interview--
Interview No. 3:

Position: Senior Administrator

Date and time: 11:00 am, 01/27/2010

Interview transcript:

-He believes that the 334 is an important part of all the educational reforms that are going on right now
-He supports the change
-The 334 is a better system than the old one
-There have actually been 4 year university systems in Hong Kong in the past, he was a part of one when he was educated at the Chinese University of Hong Kong
-Generally it is a good thing but the structural change will affect the school a lot
-334 will result in a change in a CFHC and CBCC program change as well
-The exit points for students will change (all from 6th year instead of from 5th and 7th years like they are now) and this will result in other changes in the future that will keep Caritas very busy
-Caritas wants to become degree providers (bachelor’s) in 1 year time so this is just another change that they want to make
-The 334 affects future programs at the university level, and will affect the current AD and HD because of the change in exit points of secondary level students that was mentioned above
-There will also be other changes that they will need to deal with that happen as a result of other educational reforms that are happening in Hong Kong right now
-Reduction of student numbers and the ability to recruit students in the future could be a major issue. It was happened in primary schools, secondary schools, and in about five years it could hit the tertiary school level—there is high competition in the sub-degree sector and even higher competition may be present in the near future—caritas will need to reach out to students, this is one issue that will not be just from the 334 but something additional
-“I would like to see an improvement in the hardware, or the environment, and in the human-ware, our staff”
-In general he feels that they have a good academic staff for delivering sub-degree programs and the staff are good at dealing with less academically capable students. However, they may
not be adequate when the school moves up to offering more advanced degrees to better students.

- He feels that there is too much emphasis put on the results of the exam

- Caritas, along with other schools should talk with the government about how they place too much emphasis on the exam and how they can change this

- He also believes that schools should be given more information about the coming changes and then give this information to the staff members

- Staff development is very important because of the 334, but also because of the change that they will soon make to offering higher degrees

- Caritas gives information to its staff through seminars (a lot of the time on Monday afternoons) he thinks that they should do a better job of consolidating the information about the Reform and get it down to the important and relevant information for the teachers and then present this to them instead of all the information from all the different levels

- A common experience that he learned from:

  - Every time that Caritas has a new program it needs to be accredited/validated by the government
  
  - Every year there are program validation exercises, either with new programs or revalidations of existing ones
  
  - These validations place too much emphasis on the wrong parts and Caritas has to create a ton of documents and hope that it satisfies the government
  
  - The focus should be on the actual teaching and the student experience
  
  - Internal quality assurance is different from external QA and there needs to be a balance struck

- Teacher development is very important, especially if they plan on making the change to a university he wants the school to organize developmental workshops with consolidated information (like that mentioned above) to help them deal with the Reform

- He is looking for the school to improve the support to teachers working towards their doctoral degrees

- The ideas about this support need to change from a proposal to a concrete policy

- He understands that our focus is on the 334 Reform but that is just a part of all the changes that are hitting Caritas right now
-Another huge issue is the “gap year” that will occur in the summer of 2011 where the changeover in the secondary schools for the 334 Reform will result in a year when there are no students exiting the 5th form (which will no longer exist) but there will be no students exiting the new 6th form either for that year—student admission could be a huge problem—they already have to compete for students due to the saturated sub-degree programs offered in the area—maybe one possible solution would be to introduce new programs at this time
-Also, one other source of students in this year will be the Yi Jin project

--End of the interview--
Interview No. 4:

Position: Senior Administrator

Date and time: 2:30 pm, 02/12/2010

Interview Transcript:

1. What are your general thoughts and feelings about the 334 Reform and how has it affected you and your work?

I am most concerned with the student enrolment and intake following the implementation of the new 334 academic structure from 2009/10 onwards. The “gap year” of 2011/12 will be a serious challenge to us as there will be no more Secondary 5 school leavers in the summer of 2011 on the one hand, and the first batch of new Senior Secondary 3 graduates has not yet been produced on the other. Nevertheless, the projected drop in student population is considered insignificant from the long-term prospective, as it should be an inevitable and temporary phenomenon for just one academic year which affects not only CBCC and CFHC, but also the entire post-secondary sector in Hong Kong. In the summer of 2012, both Senior Secondary 3 school leavers (i.e. the first batch exiting from the new system) and Secondary 7 school leavers (i.e. the last batch exiting from the old system) will be concurrently available, leading to a recovery of the projected student population as a consequence of this “double cohort” impact.

2. How do you feel about the 334 Educational Reform that has been put in place? Do you agree with it? Why, why not?

The implementation of the 334 academic structure is considered a major landmark in the education history of Hong Kong. I am supportive of the said implementation as the integral 3-year senior secondary curriculum provides more diversified choices to meet the learning needs of students of different aptitudes, interests and needs. Also, reducing one public examination enables students to make better use of their learning time and improve on their learning effectiveness. The 4-year university education can allow more time for students to build their knowledge base and to acquire more on-the-job experience through internship.
3. Our main purpose here is to make recommendations to CFHC and CBCC to help them get through the 334 Reform as seamlessly as possible. Are there any changes that you see as an administrator would like to see implemented to help ease the transition for you as well as for the lecturers and students?

To cope with the challenges resulting from the implementation of the new 334 academic structure, both CBCC and CFHC have taken initiative to offer their own bachelor’s degrees in the coming three years. Simultaneously, CFHC will be applying for the piece of land adjacent to the CBCC Tseung Kwan O Campus. The acquisition of this piece of land for the construction of the CFHC permanent campus will pave the way for the formation of the Caritas Institute of Higher Education (CIHE) and the establishment of the future Catholic University in Hong Kong.

4. Are there any experiences that you have been through during past reforms in Hong Kong that had either positive or negative results? What can we learn from these and how can they be applied to the betterment of CFHC and CBCC?

The development of Hong Kong’s higher education system over the past 20 years reflects the changing economic realities during that period. In the late 1980’s and early 1990’s the Hong Kong economy transformed from a manufacturing-based to a service-based structure. In order to meet the expectations of an increasingly affluent society for adequate provision of tertiary education and to respond to the increased demand for highly skilled workers, the HKSAR Government initiated many educational reforms, with the most prominent one being the provision of sub-degree programmes.

In his policy address in 2000, the then Chief Executive of the HKSAR set in motion a series of initiatives that have transformed the post-secondary sector in Hong Kong. The policy aimed to enable 60% of senior secondary school leavers to receive full-time post-secondary education by 2010. To respond to the Government’s policy address, I have worked with the ex-President and the academic units to escalate aptly many of the full-time programmes from certificate/diploma level to associate degree level in the three main disciplines of Business, Design, and Hospitality Management. The development of the two Colleges started to take off in 2000 following the provision of the sub-degree programmes. Student population grew
tremendously which strengthened the financial viability of the Colleges and paved the way for their expansion in the millennium. More importantly, I have assisted CBCC to successfully secure from the HKSAR Government a piece of land at Tseung Kwan O and an interest-free start-up loan of HK$188 million for constructing a permanent CBCC campus and installing relevant facilities and equipment. All these experiences have built up my competencies in resources and financial management, and the leadership qualities required for academic planning, development and management.

5. **How do you plan to help the lecturers get through this Reform? Are there any possible changes that you will have put into place when the 334 Reform arrives?**

CIHE has worked out a 5-year projection plan for our manpower needs starting from 2010/11 to 2014/15. In anticipation of the drop in student numbers in the gap year, part of the teaching staff will be recruited from amongst the practitioners in relevant professions on part-time basis in 2010/11, so as to allow the Colleges to exercise greater flexibility in the deployment of resources and enhance the quality of the learning experience of the students.

In addition, to prepare ourselves to become a degree-conferring institution, a Staff development Fund will be formed to provide financial support to the departmental staff to pursue doctoral degrees; and a Centre of Excellence will be established to develop and sustain the research culture required.

6. **Is there anything that we didn’t cover that you would like to talk about? Or perhaps there is a topic that we touched on that you would like to expand upon or say more.**

You are advised to pay attention to the principles and practices of quality assurance mechanism which are intended to serve as a reference for providers to establish processes which ensure that the sub-degree and degree programmes offered in Hong Kong meet the international standards and provide quality outcomes for the learners.

--End of the interview--
Interview No. 5:

Position: Department Head

Date and time: 11:30 am, 01/22/2010

Interview Transcript:

-Her thoughts about the Reform are quite positive
-She feels that the new system will train students to learn in a wider scope, and that it better prepares students for learning at the tertiary level
-After the Reform Caritas may have to make changes to their curriculum
-In secondary schools they are trying to equip students for their future careers and thus some of the new classes that they are offering will overlap with those that are offered in the foundation year at Caritas and because of this Caritas may need to get rid of or rearrange some of their classes
-After the 334 Reform has taken place Caritas will be getting students with an extra year of education (kids from the 6\textsuperscript{th} form, not the 5\textsuperscript{th}) and as such may have to get rid of the foundation year. But some of the foundation year classes will still need to be taught so they will have to be moved to the first or second year at Caritas
-They will have to restructure the curricula and change the focus of the degrees to be more generic and less focused and specialized/specific like they are now
-This may make marketing the school more difficult because why would students want to study a wide range of classes that are outside of their major?
-If Caritas wants to keep the specialized and specific degrees that they have now they may have to make a new, two year degree in addition to the longer one that they will offer after the 334 Reform
-There also may need to be reshuffling in the staff as well as the curricula
-She believes that staff members need to have more familiarity with the Reform and the resulting new system that has been put in place
-Training for staff is a must
-Lecturers need to have a good understanding of secondary school and what the students are learning there so that they do not have information in their classes that students already learned, avoid information overlap
-The revalidation process happens every $x+1$ years where $x$ is the number of years that it takes to complete the degree (i.e. A two year degree program will be revalidated every 3 years)
-As far as what she is doing to help the lecturers under her, she wants to help to education them, she wants them to all receive the same CD that the administrators got from the government that outlines the changes that are being made
-In the future the teaching staff will have to be more interactive in the classroom
-There should also be more technology in the classroom but in order to support his there needs to be a better IT staff and a faster system
-If they are to get something like myWPI they need to make it very user friendly and train the staff to use it

--End of the interview--
Interview No. 6:

*Position:* Department Head

*Date and time:* 11:00 am, 01/27/2010

**Interview transcript:**

-She feels that the 334 Reform will not really affect the daily teaching and learning conditions within her department

-She believes that the 334 Reform will affect those working in the secondary education sector more than those in the tertiary

-The type of students that come to Caritas in the future may be different. It used to be form 5 students but after the 334 has taken effect in secondary schools, which should happen soon, the students that they will be getting will be from form 6

-There have been a lot of reforms carried out in Hong Kong over the past decade

-She welcomes the Reform

-After the 334 Reform the Hong Kong education system will be more in line with that of the United States

-She still needs to teach while performing her other administrative work

-Most of the changes that will take place will be at the very top of the administrative level so she suggested that we go and talk with the two deans and provided us with their contact information

-The deans are responsible for the documentation of changes & curricula & government papers, etc.

-One thing that Caritas does have to do is review the existing curricula that they have in place

-She thinks that it would be a good idea for Caritas to give seminars/workshops on how to best deal with the 334 Reform and how to make the transition as smooth as possible

-She herself did not attend many of the seminars that were offered for past reforms

-Some of the things that are being offered to the lecturers to assist them are:

  - Take part in the seminars when offered
  - Take graduate classes and possibly work towards a higher degree
  - Lecturers are always encouraged to continue their studies

-Essentially what the lecturers are being provided is education about the Reform and how they can deal with it
- There may be a small change in the lesson plans due to the reforms but this is not a big deal because every year the lecturers need to review their lesson plans and make changes and improvements because there is a validation exercise that Caritas as a whole needs to go through every five years. So the teachers can just incorporate any of these changes due to the Reform in their yearly changes.
- The validation exercise that happens every five years is done by the HKCAAVQ so we should look at their website and see how that works
- She is worried that we may not be able to get enough information for our project from Caritas because Caritas may not change too much
- Overall she feels that secondary schools will be more affected by the 334 than Caritas and as such may be a better source of information
- Liberal studies (of which she is a part) are becoming more important now because they are one of the core studies under the new curriculum
- In order to provide better teaching environments she thinks that they need to make the class sizes smaller—they need to hire more staff members
- Right now there can be 40+ students in a classroom—she thinks that they need to make the language learning classes especially smaller because of the type of learning that she feels is going on in that type of classroom
- She also wants to see if they can make the benefits packages better and feels that if this can be done it may make the lecturers have more of a sense of belonging to the school
- The new benefits may also be able to attract better and more experienced lecturers
- Because Caritas is a self financing institution it is unlikely that they can hire more teachers right now, or make the benefits better, but down the road in maybe 10 years or so it may be a possibility that makes the school a better one
- She is pleased with the planned merger of CFHC and CBCC but at the same time realizes that it will be years until it is possible
- Most of the teachers at Caritas do not have their doctorate degrees
- If the merger is going to be successful she thinks that there need to be more experienced teachers at Caritas which may mean hiring other professors or having the current ones get higher degrees
Many of the students that come to Caritas did not have it as their first choice, unless they had a relative who goes there and recommended it to them

--End of the interview--
Interview No. 7:

Position: Department Head

Date and time: 02:00 pm, 01/21/2010

Interview Transcript:

-In Hong Kong students face a lot of pressure, before the Reform there are two exams that they need to take and pass to be able to graduate from higher secondary school and move on to University

-Different universities in the area have different policies about how they treat students scores (passes vs. fails) on the exams -> create confusion to students

-In secondary school in the 5th and 7th forms a lot of the time the student’s school year can be cut short by studying for the exams and as a result they just don’t spend enough time in the classroom

-The 334 Reform is good because it reduces the pressure on students to perform well on the exams, this pressure will still be there but it will be lessened

-The 334 Reform is also good for the lecturers at Caritas because it reduces pressure on them as well because they no longer have two types of students entering the school. Instead of having some students who came to the school after not getting enough passes to move on to 6th form, and then getting some students who went to 7th form but did not do well enough there to move on to university, they will just be getting students from 6th form so they will have a more clearly uniform student body

-He thinks that it is also a good time to merge the two schools—the Reform and the merge can work together

-He also thinks that they need to recruit new staff when they move to the university level.

-Most of the faculty do not have doctorate degrees so the Caritas schools should support career development programs

-It is the job of the administrators to allow teachers time to study and take classes towards a doctorate degree, they need to schedule in this career development time

-Based upon his observation the class sizes within his department are too small (only 10-20 kids). He thinks that a much larger lecture style class, along with some biweekly conference or tutor type sessions will be a much more efficient use of teacher resources and time-this would
be more of a university style method of teaching as opposed to the high school type method that they are using right now

-He also thinks that the library is too small, Caritas should share resources with local schools in the area

-In the past ten years there have been a lot of reforms in Hong Kong. For example, there was a big change in the use of language in the classroom. Schools used to be able to use English if they wished but this was changed to use Chinese and that caused a lot of issues. He thinks that the government needs to see a proposed change from all possible angles and try to anticipate all of the possible outcomes more carefully

-Some of the ways that they are going to help teachers:
  -Help them with a timetable within which there is time to get higher education
  -Trying to get outside funding to sponsor this higher education
  -Also have lecturers attend seminars and conferences for career development

-He would like to bring the research experience to CFHC and CBCC and one way to do this is to collaborate with other colleges in the area

-The research experience should be brought to teachers and students in the long run but before the post graduate students can be doing research (once they become a university) the staff needs to be involved with it so that they can guide the students

-Caritas also needs to get the land next to them that is being used for a parking lot right now, they need to get a bigger campus

-When they get the land they need to be much more careful in the planning of their next building

-One problem with the current building is that there is no large, theatre like auditorium that can hold a huge amount of students. For example, when there was the perspective students’ day a couple of weeks ago for high school kids they had to split them into two groups and then talk with them

-They just need to be very careful when they are designing the new building to incorporate all of the classrooms and other facilities that the school needs

-His department is in the process of designing and entirely new curriculum with a new program that will have an accredited degree from the HKICPA
-Within this degree program a lot of the classes may need to be changed to English—but they are going to expand the department so they are going to need to hire more lecturers anyways and the higher level classes that are in English may fall to them.

-For the new, more advanced classes that are in this program they may have the newly hired, more experienced teachers with higher degrees teach them. Then they can have the current teachers stay on and teach the lower level classes. If this is the case then there may not be a huge effect on the lesson plans of the current lecturers. The new teachers can cover the last two years while the current ones get the first two. However, he would like it if the current staff can go ahead and get their doctoral degree in the near future so that they can take on some of the advanced classes as well.

--End of the interview--
Interview No. 8:

Position: Department Head

Date and time: 2:00 pm, 02/01/2010

Interview Transcript:

- He does not consider himself an administrator but rather he sees himself as an Art and Design person first and an administrator second
- From his point of view the 334 Reform is almost a must
- It is not just the structure of the years that will change with this Reform but also the philosophy of the teachers that will change for the better, and he believes that the overall philosophy is even more important
- The new system will lend itself more to first hand learning by providing more time and space for students to go deep into a subject or discipline
- He thinks that it will allow for “T shaped” learning where they can get both breadth and depth
- Art and design has always been a major that is independent project based
- Students that come out of the current secondary school system have the attitude where they wait and do what they are told, they can’t have this in art and design, they need to have a more open and creative mind and hopefully the new system will help to foster this
- With a change in the curriculum there may be a change in the classroom and this scares the secondary school teachers, they may need to change their way of teaching and this means that they could have a lot of work to do
- There is not a lot of changes in the teaching methods for the art and design department because they are already using methods that will be more commonplace in the new system
- Within the A&D department there needs to be a lot of one-on-one attention paid to the students
- There is extra contact between the lecturers and students (such as email or evening meetings) that are not recorded within the typical ‘contact hours’
- There is one immediate concern that the school should have: the ‘gap year’-he suggests that one way to solve this problem would be to skip the foundation year for one batch of students and offer some sort of summer prep. class instead
- They can enroll students in this summer program directly from the 7th form and then bring them into the college this year with a summer’s worth of background in their chosen field
- He also likes the idea of sending lecturers to secondary schools and having them give a better background to secondary school students so that there is less that needs to be learned in the foundation year.
- For art and design they want to have small classes, for lecture type classes a large hall is ok, but there needs to be smaller classes for the hands on classes.
- Group work is also a way to help with a big group.
- The three departments that are under him are interior, fashion, and graphic design and during the foundation year students that are in the design major need to take classes within all three of these before making their decision.
- This year of figuring out your major is something that may be lost if they were to eliminate the foundation year, again, the prep. Summer class could help.
- Group work is also used and they all do a project where there is one kid from each of the three concentrations who all work together on one project-this is important because it teaches them how to work together in group projects just like they will have to in the real world.
- The design lecturers are pretty well prepared for the Reform.
- The change may actually help the design department because the new curriculum lends itself to the type of teaching that the A&D department uses.
- One issue with past reforms is that there are not usually a whole lot of follow up work after the Reform is in place by the government-they act slowly and let the colleges go, until they see a problem area by providers, but then at this point it may be too late-the government should be more strict at the beginning and follow through with the changes that are made.
- Another thing that the government should do is deal with primary, secondary, and tertiary schools as one educational system-right now they do a good job with each of the three levels, but not with the transitions that are between them.

--End of the interview--
Appendix J: IT Department Interview Protocol

We talked with a member of the IT department at CIHE to get a better understanding of their role at CIHE.

Questions

1) Role of Information Technology Services Centre (ITSC)?
2) What services does the IT department support?
3) What resources does the IT department provide to the students?
Appendix K: IT Department Interview Transcript

Occupation: Department Staff  
Department: Information Technology  
Date and time: 2:00pm, 02/24/2010

Interview Transcript:

- Role of Information Technology Services Centre (ITSC)?
  Formulating & implementing IT security Policy including disaster management plans
  DBA functions
  Network Management
  Users training for students and staffs
  Helping users in installation of software on PCs
  Providing technical clearance and guiding users about applications
  Co-ordination with user depts. In procurement of hardware and software as well as networking.
  Linking various applications to avoid redundancy of data and hardware and duplicity of efforts

- What services does the IT department support?

  General Services
  General consultation service is provided to help users to overcome their difficulties in using software packages. Maintenance team is running routine checking and traffic monitoring for each network nodes to ensure our networks running smoothly and efficiently.

  Internet Services
  The Internet provides a few basic yet powerful services that businesses have used in hundreds of different ways to make themselves more efficient, more profitable, and more productive. These basic services include E-Mail, World Wide Web, FTP, USENET and Telnet.

  Facilities
  The IT Services Centre comprises four Computer Control Rooms and ten Computer Laboratories located at both the Caine Road Campus, Yau Ma Tei Campus and Tseung Kwan O Campus of the College.
  The Computer Laboratories in Rooms 11, 12 of the Caine Road Campus, Rooms 801, 904 of the Yau Ma Tei Campus and Rooms 604, 801, 803 of the Tseung Kwan O Campus are
for teaching purposes. The Computer Laboratory in Room 694 of the Caine Road Campus and Room 605, 802 of the Tseung Kwan O Campus are available to all students. Student can make reservation using Online Booking System.

Resources

More than 400 auto-detecting 100/1000 Mbps network points were installed at the Caine Road Campus, Yau Ma Tei Campus and Tseung Kwan O Campus. Wide Area Network was built by using fiber broadband connections linking up our campuses located in Caine Road, Yau Ma Tei and Tseung Kwan O.

Intel Pentium 4 PCs or above form 9 powerful PC clusters with a 100Mbps fiber broadband connection connected to the Internet. It allows users to have access to our Intranet and the Internet from any workstation inside the four campuses. Powerful servers form an Internet Server Pool with World Wide Web Server, FTP Server, Proxy Server, Mail Server, WebTL Server and VPN Access Server. Teaching facilities include LCD/DLP projector, notebook computer, visualizer, overhead projector, videocassette recorder and power amplifier with speakers installed to enhance and support multimedia teaching activities.

- What resources does the IT department provide to the students?

ITSC also provides the following services

Intranet Service

Wireless LAN

VPN Service

Online applications for Student and Staff (e.g. Student Record System, Marks Submission and Leave Application for Staff and WebTL for student to download/upload tutorial material or assignment)

--End of interview--
Appendix L: Secondary School Students’ Survey Questionnaire
(Translated version)

This questionnaire is being administered by a group of students from Worcester Polytechnic Institute in collaboration with Caritas Francis Hsu College. The purpose of this survey is to identify problems and potential solutions resulting from the 334 Educational Reform in Hong Kong. The names of individuals or institutions that participate in this survey will not be used in our report. The only information that we use will be aggregate data from all students.

本問卷調查由美國伍斯特理工學院的研究生和明愛徐誠斌學院聯合設計，旨在探討香港「三三四教改」帶來的問題及研究其解決方法。所收集的資料只會作研究數據之用，參與人士及學院之資料絕對保密，將不會在報告內公開。

1) What form are you in? 就讀年級?
   □ S4中四 □ S5 中五 □ S6中六

2) What are you planning to do once you graduate from secondary school?
   你修畢中學課程後，打算
   □ Find a Job □ Attend Post-Secondary School (not University)
   找工作 修讀大專課程
   □ Go to University □ Others (____________________)
   入讀大學 其他

3) What region would you like to attend school in? 你會選擇在何地繼續升學?
   □ Hong Kong香港 □ United States美國
   □ Australia澳洲 □ China中國
   □ Others其他：____________________
Please rank the following key factors from least to most important to you when it comes to choosing a tertiary level institution. (Please write down the rank right next to the factors, 1 being least important and 5 being most important)

當選擇專上學院時，你對以下項目的重視程度，請排列：(1表示最不重要，5表示最重要)

Career Preparation 就業準備
Cost 學費
Learning experience 學習體驗
Safety 安全
Teaching Availability 教學效用

Thank you for completing our survey!

多謝閣下參與本問卷調查
Appendix M: Secondary Students’ Survey Results

School: Caritas Charles Vath College
Date and time: 9:00am, 02/22/10
Number of responses: 151

Question 1: What form are you in?

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<th>Responses</th>
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<tr>
<td>S5</td>
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<tr>
<td>S6</td>
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Question 2: What are you planning to do once you graduate from secondary school?

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<tbody>
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<td>Find a job</td>
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<td>Attend Post-Secondary School (not University)</td>
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<td>Go to University</td>
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<td>12%</td>
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<td>Other</td>
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<td>14%</td>
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Question 3: What region would you like to attend school in?

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<th>Region</th>
<th>Responses</th>
<th>%</th>
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<tbody>
<tr>
<td>Hong Kong</td>
<td>64</td>
<td>73%</td>
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<tr>
<td>Australia</td>
<td>9</td>
<td>10%</td>
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<tr>
<td>United States</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td>China</td>
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Question 4: Please rank the following key factors from least to the most important when it comes to choosing a tertiary level institution.

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<th>1's</th>
<th>2's</th>
<th>3's</th>
<th>4's</th>
<th>5's</th>
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School: Queen’s College

Date and time: 9:00am, 02/23/10

Number of responses: 138

Question 1: What form are you in?

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Question 2: What are you planning to do once you graduate from secondary school?

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<td>Attend Post-Secondary School (not University)</td>
<td>5</td>
<td>4%</td>
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<td>Go to University</td>
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<td>92%</td>
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<td>Other</td>
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<td>2%</td>
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Question 3: What region would you like to attend school in?

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<tr>
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<td>8%</td>
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Question 4: Please rank the following key factors from least to the most important when it comes to choosing a tertiary level institution.

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<th>Factors</th>
<th>avg rank:</th>
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