

從香港教師的視角探究校本評核的 實施問題——實踐與信念之分析

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摘 要

眾所周知，公開考試主要的功能是為了篩選，可是傳統的筆試卻無法全面考核學生的能力，側重操練、記憶，以期通過考試的教學模式難以發展學生的高層次能力與理解力。因此，世界各地推行校本評核，期望彌補公開考試的不足。香港於 2005 年 9 月起在高中語文科實行校本評核，目的是拓寬評核的基礎，並提升學與教的成效。然而，實施不足一年，教師紛紛表達不滿。本研究以半結構訪談形式訪問 12 位實施中文科校本評核的教師，了解他們對校本評核的看法、其扮演的角色及實施的困難。研究發現，教師所持的評核信念與校本評核的意圖理念並不相容，教師的角色為評核者及監督者，實施上所遇到的困難，諸如校本評核的運作、師生角力及與同事磨擦等問題，凡此種種不利因素很難提升學習效能及舒緩學生的考試壓力。本研究所得出的結論是，僅依賴評核改革並不足以改進教與學的素質，教師的投入才是達致成功教育改革的最大動力。

關鍵詞：校本評核、實施問題、教師信念

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An Investigation of the Implementation Problems of School-Based Assessment in Hong Kong from the Viewpoint of Teachers: An Analysis of Practices and Beliefs

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Abstract

It is acknowledged that public examinations principally serve for selection functions. However, the traditional form of paper-and-pencil assessment is unable to evaluate students' diverse capabilities. In order to pass through these examinations, teaching and learning are confined in a narrow range of coaching and memorizing skills. These malpractices are also unlikely to develop a broader range of higher-order competencies and understandings of students. Therefore, school-based assessment (SBA) has been launched by different countries to complement public examinations. In Hong Kong, SBA has also been implemented since September 2005 at senior secondary level in Chinese Language. It aims at broadening the assessment base and improving the effectiveness of learning and teaching. However, teachers expressed their discontents after several months' implementation. Twelve Chinese Language teachers were selected as informants, semi-structured interviews were conducted, soliciting their views, examining their roles and investigating the difficulties they encountered in SBA practices. The findings show that most teachers' beliefs on assessments were incompatible with the intended rationale of SBA. Their roles were identified as assessors and supervisors. It is also indicated that the difficulties teachers encountered were how to put SBA into practice and how to eliminate conflicts they had with students and colleagues. Hence, it was unlikely to improve students' performance

and alleviate their examination pressure. It is concluded that assessment reform alone is insufficient to bring any improvement in teaching and learning. Teachers' active engagement is critical to accomplishing successful educational changes.

Keywords: school-based assessment, implementation problems, teachers' beliefs



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