

Foreword

General education is one of the indispensable components in higher education all over the world today. A general education program has certain particularities that distinguish it from other curricula of specialized disciplines of university learning. It is interdisciplinary in nature, attempting to break down the walls between disciplines and passing on universally significant cultural achievements and values. Such a complex philosophy of program design entails difficulties in its actual implementation. Furthermore, in comparison with traditional specialized programs where different disciplines are administered by different faculties with regular budget, general education also faces the problems of limited resources and the challenge of achieving optimum allocation. In such a circumstance, effective leadership and administrative system play a key role in the successful implementation of a general education program.

“Leadership and administration of general education programs in university” is the special topic of this issue. We are honoured to have contributions from Dr. Jerry Gaff, Senior Scholar at the Association of American Colleges and Universities (AAC&U), Professor Liu Yuan-tsun, former President of Taiwan’s Soochow University, Professor Pang Haishao, Secretary of the Institute of Education, Beijing Institute of Technology and graduate student Ms Yu Jing, Professors Victor Chan Chi Ming, Kenneth

Leung Wai Yin and Anselm Lam Wing Kwan of the Department of General Education, Hang Seng Management College, and Professor Xu Huixuan of the Hong Kong Institute of Education.

Gaff, starting off from the background to education reform in Hong Kong, points out that the contributions of general education to Hong Kong lie in enhancing students' abilities to solve real world problems and, thereby, fostering the development of talent required to build a "knowledge-based economy" for Hong Kong. Based on his many years of experience in implementing general education programs in the United States, Gaff points out that the key to creating successful leadership and administration lies in the building of the team. That is because a general education program needs to take into account the interests of all departments, meaning that any go-it-alone approach cannot truly ensure the effectiveness of the program. What kind of a team structure is required to handle the administration of a general education program? Gaff argues that if the objective is to achieve sustainable development, the participation of all academic staff is needed. He states that anyone can become an outstanding general education program administrator. The leadership envisioned by Gaff includes teachers, students, general education program administrators, deans and faculty of professional fields, provosts and presidents, members of the board of trustees and government officials. Under this concept of leading team with such unusually rich diversity, Gaff discusses the role that each party plays and its function in the leadership and administration of a general education program.

In contrast with Gaff's idea of everyone participating in leadership and administration, Liu Yuan-tsun, basing his ideas on his experiences in implementing a general education program as Dean of Academic Affairs

and President of Soochow University, argues that leadership of a general education program most importantly lies with president and dean of academic affairs. “If the president does not value general education, is conceptually biased, adopts an inadequate organizational design for implementation of general education or entrusts the wrong people, the whole thing will come to naught.” Here, Liu Yuan-tsun believes that the president’s responsibility is to fully understand and recognize the value of general education, while the dean of academic affairs or vice-president for academic affairs needs to be able to assist the president in implementing general education program into practice. The dean’s role is to put the values into effect and continuously to seek the consent of all those involved in the course of implementation. Furthermore, the article also gives recommendations on the administrative structure for general education programs in comprehensive universities and junior colleges (including technical colleges and other such institutions that do not have a full range of departments). The article points out that a junior college can establish an independent “general education center” to coordinate planning and allocate resources. As for comprehensive universities, the general education program should be carried out under the overall leadership and administration of the dean of academic affairs so as to avoid conflicts caused by the inward-looking vision of each discipline.

Pang Haishao and Yu Jing have taken a number of universities in the US, Hong Kong and Taiwan as case studies, and analyzed different curriculum structures considering various educational traditions. Pang Haishao is one of the mainland Chinese scholars actively involved in research on university general education. Based on the above mentioned cases, she has summarized the developmental history of general education programs in mainland China

and the numerous problems that they are facing. For example, during the early stage of program development, general education lacked “systematic and thorough top-level design”, and in an educational model that emphasized vocational education, general education got short shrift for a long time. Even though the author does not go into the forces that propelled the gradual shift to favoring general education programs, from the text, the reader can see the changes in the objectives and positioning of general education in mainland China during the last 10 years or so. Particularly with respect to the input in developing core curricula for general education, the article points out that the relevant strategies include forging a number of quality general education courses through dedicated policy support and resource incentives. Some universities have also established a committee on general education elective courses and engaged scholars in different specialties to carry out overall design and quality review of their general education programs.

Hang Seng Management College is a private post-secondary institution in Hong Kong that came into being with the expansion in the scale of higher education in Hong Kong in the past few years. Precisely because it was established recently, Hang Seng Management College placed great emphasis on the establishment of a general education program from the very outset. Victor Chan Chi Ming et. al. examine the reform process, from the program philosophy design to the program content, leading to the College’s new core general education curriculum “Liberal Arts Core Curriculum” and, from this, point out that the key to establishing an effective general education program lies in colleagues on campus being able to reach a consensus on the content and significance of general education. The expertise of Hang Seng Management College is derived from a two-level review (college level

and study level) approach. It is important to point out that in the course of seeking a consensus, Hang Seng Management College not only stressed the intrinsic value of a general education program itself, but also took such matters as how to satisfy students' needs, broaden students' basic knowledge and assist students in widening their horizons as important reference factors in program design. In their general education program design, it expressly and clearly incorporates the "student" factor, reflecting that leadership and administration of a general education program is not only a top-down unidirectional consideration but should also include top-down and bottom-up bi-directional consideration.

From the perspective of the researcher, Xu Huixuan has constructed four levels of leadership and administrative roles, divided, from higher into lower, into institution senior officials (including the university president and the administrator in charge of academic affairs), the director of general education, the general education program committee and teachers. Notably, the article defines the role of the director of general education. The article argues that, in terms of the emphasis on leadership and administration, the role of director of general education is different from the other roles in that it requires a balance of the two. In practice, leadership and administrative functions are different, with the former primarily establishing the direction, internally unifying the individuals involved, stimulating and incentivizing them, whereas the latter plans and arranges the finances, organizes and allocates manpower, and controls and resolves problems. For example, at the program implementation stage, the leadership of the director of general education is manifested in "enhancing the intrinsic cohesiveness of everyone involved (committee, teachers and administrators) and creating a culture of

cooperation” while administration is manifested in “administrating routine work matters, understanding teachers’ needs and endeavoring to secure the appropriate resources.”

In addition to the special topic, the journal has invited several teachers and scholars to discuss issues on teaching and learning in general education. Teaching is an educational activity with student as its ultimate concern, and how to create a supportive environment for student learning is one of the core issues in teaching practice. Student should be at the center of teaching activities, in which they have the say and play an active role in the construction of knowledge. These educational ideas necessarily give rise to diverse ways in teaching and learning, and teaching should no longer be confined to traditional setting but go beyond it. In 2009, the Office of University General Education of The Chinese University of Hong Kong (“CUHK”) began to implement Peer Assisted Study Sessions (“PASS”) on a pilot basis, which is carried out in the form of extracurricular activities. It aims to deepen the understanding of what students have learned and to resolve difficulties encountered in class through guidance by and mutual exchange among fellow students.

On the teaching practice for implementing PASS, the teachers in CUHK’s General Education Foundation Programme have a thoughtful exploration. Dr. Szeto Wai Man and Dr. Pang Kam Moon take a look back at the content, the design process and the implementation of PASS in their own teaching practice. The article points out that PASS is designed to meet students’ needs, hence helping students in overcoming stress, self-doubt and other negative emotions, fostering a cooperative attitude and strengthening self-confidence. Apart from that, Pang Kam Moon also shares his experience in teaching the course “Astronomy”. He points out that the necessity of

establishing PASS for astronomy is that the conception of celestial sphere involves many abstract geometric knowledge like three dimensions and spherical surfaces. “Beginning learners listening to the teacher’s lecture will not necessarily get a full grasp of what is being taught”. Accordingly, the author tries to assist students in consolidating their astronomy knowledge from different perspectives by way of a cyclical and repetitive approach of conceptual learning—practical application—conceptual learning—practical application.

Professor Zhang Xuefu from the Philosophy Department of Zhejiang University points out that a general education program must have two features, professionalism and thoughtfulness. Professionalism manifests itself in course design that incorporates common concerns and approaches across disciplines, and in reflections on ways to draw from the knowledge system of one’s own discipline and develop propositions that are more meaningful and extensive in nature. Thoughtfulness manifests itself in exposing the hidden relations between specialized knowledge and other disciplines as possible, and considering a way of establish a knowledge community for students from other disciplines. The author argues that the focus on teaching in a general education program should be to get students to think, and one of the prominent recommendations is that teachers need to use questions to dig out more questions. By means of questioning, the teacher leads students to reflect on the common concerns of various disciplines. The author compares classroom teaching to a joint expedition of teacher and students: “new scenic spots are constantly being discovered along the route taken by the teacher and students, where they will roam about and linger. As a tourist guide, the teacher should not adopt a zipper approach, aiming simply to hit and run”.

This issue of *Journal of General and Liberal Education* discusses two key factors in ensuring the quality of a general education program—leadership/administration and classroom teaching. As various factors, such as region, culture, etc., all have a considerable impact on the leadership and teaching practice of general education program, it is hoped that the sharing by these academics from various parts of the world offers readers fruitful reading experience. We hope that everyone enjoys this reading journey, and that we will meet again in the next issue!

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Editors-in-chief

卷首語

通識教育是現今世界各地高等教育不可缺少的一環。與專科課程相比，通識教育課程在整個大學課程體系中具有一定的特殊性，它具有跨學科的特質，嘗試打破學科之間的壁壘，傳遞具有普世意義的人類文化成果與價值觀。這種複雜的設計理念，令它在實施過程中面對了一定的困難。此外，與傳統按學院分科管理的專業課程比較，通識課程也面對資源有限和如何分配的問題。在這種情況下，有系統而高效率的領導職能與管理制度，對於通識課程的有效實施，就起到了十分關鍵的作用。

本期《大學通識》以大學通識教育課程的領導與管理為專題，邀請了美國學院與大學聯合會（AAC&U）高級學者Jerry Gaff、台灣東吳大學前任校長劉源俊教授、北京理工大學教育研究院書記龐海芍教授及研究生余靜小姐、香港恒生管理學院通識教育系陳志明、梁偉賢、林榮鈞等教授的管理團隊，以及香港教育學院徐慧璇教授一起探討問題。

Gaff從香港教育改革的背景出發，指出通識教育對於香港教育的貢獻在於提升學生解決真實問題的能力，從而為香港構建「知識經濟社會」培養所需人才。Gaff根據自己多年在美國實施通識課程的經驗，指出構建成功的通識課程領導與管理，關鍵在於整個管理團隊的建設，原因是「通識課程需要兼顧所有院系的興趣」，任何「單打獨鬥」的方式很難真正保證課程的有效性。怎樣的團隊結構才能勝任

通識課程的管理呢？Gaff認為要課程持續發展，需要全體學術人員的參與。他提出「每一個人都可以成為優秀的通識課程管理者」。Gaff構建的課程管理者包括：教師、學生、通識課程管理人員、通識課程與專業培訓計劃領導人、校長、大學管理委員會委員、政府官員。在這樣一個內涵異常豐富的管理團隊構想下，Gaff討論了每一方各自扮演的角色，以及他們在通識課程管理中的作用。

與Gaff「全員參與管理」的觀點不同，劉源俊以自己身為東吳大學教務長及校長在推行通識課程的實踐經驗為思考起點，認為通識課程的領導最重要在於校長和教務長。「如果校長不重視通識教育，或觀念上有偏差，或對推行通識教育組織的設計不當，或託付非人，一切都成空談」。在這裏，劉源俊認為校長的作用在於充分肯定通識教育，並能夠正確地認識它，而教務長或教務副校長則要能夠協助校長完成通識課程的推行。教務長（教務副校長）主要起着執行者的作用，並在實踐中不斷尋求全體成員之間的共識。此外，文章還針對綜合型大學及專科大學（包括技術學院等科系不完整的院校）的通識課程管理架構提供了建議。文章指出，對於專科大學，可以設立獨立的「通識教育中心」統整規劃並整合資源。而對於綜合型大學，為避免學科本位觀念造成的衝突，通識課程部門應該在教務長的統籌和管理之下進行。

龐海芍及余靜以美國、香港、台灣幾所具有代表性的大學為分析案例，梳理了不同教育傳統下的通識課程組織及其架構。龐海芍是內地積極研究大學通識教育的學者之一，她以前述案例為基礎，總結了內地通識課程發展的歷程及面臨的種種問題。例如課程建設初期對通識教育缺乏「系統、深入的頂層設計」，以及通識教育課程在專業教育模式主導下，長期不受重視。儘管作者沒有提及通識教育課程在

何種力量推動下逐漸受到重視，但讀者卻可從文中看到內地近十年來在通識教育目標及定位方面的改變。尤其是對通識教育核心課程建設的投入，文章指出相關的管理策略包括通過專項政策支持和資源激勵，打造出一批精品通識課程。有的高校還成立了通識選修課程委員會，聘請不同專業學者對通識課程進行總體設計和品質審核。

恒生管理學院是香港一間私立專上院校，隨着香港高等教育前幾年的擴大規模應運而生。正因為成立年份較新，恒生管理學院在一開始就十分重視通識課程的設立。陳志明等學者回顧了學校新推出的「博雅融通」通識核心課程從設計理念到內容確立的重整過程，由此指出，確立有效通識課程的關鍵在於校內同人能對通識教育的內涵達成共識。恒生管理學院的經驗是通過兩層檢討（學院層面及學習層面）的方式。值得一提的是，恒生管理學院在尋求共識的過程中，除了注重通識課程本身的內在價值，還將如何滿足學生需求、拓寬學生基礎知識、幫助學生建立寬闊視野作為課程設計的重要參考因素。在通識課程管理中明確而清晰地納入「學生」因素，反映了通識課程領導與管理不僅僅是自上而下的單向式考量，還應是包括自上而下和自下而上的雙向式考量。

徐慧璇從研究者的角度構建了自上而下四個層次的領導與管理角色，分別是：機構高層（包括校長與教學事務負責人）、通識教育主任、通識教育課程委員會、教師。值得關注的是文章對於通識教育主任角色的論述。文章申明在領導與管理上，通識教育主任與其他幾個角色的側重比例不同，需要「領導」與「管理」並行。在實踐中，領導與管理的職能互異，前者主要是建立方向、團結內部成員、刺激與激勵成員，而後者則是計劃及安排財務、組織與分配人手、控制與解決問題。例如在課程實施階段，通識教育主任的領導體現在「增強

全體參與人員（委員會、教師、管理者）的內在凝聚力，建立合作文化」，管理則體現在「管理日常工作事物、了解教師需求、爭取適當資源」。

除了專題之外，本刊還邀請幾位教師學者專門就通識課程的教與學進行討論。教學是一場以學生為終極關懷的教育活動，如何創造支持學生學習的環境，是教學實踐當中的核心議題之一。這意味着在教學活動中應體現以學生為本，賦予學生更多的話語權，以及最大限度地讓學生參與到知識建構的過程之中。這種教學訴求必然造成多樣化的學習方式，即教學不再僅僅局限於常規安排之下的師生活動，而是延續到了師生教學活動之外。香港中文大學（中大）大學通識教育部於2009年開始試行同儕輔讀計劃（以下簡稱PASS），這是一項以課外活動形式開展的同伴互助學習活動，目的是通過同伴的引領和相互交流，加深對學習內容的理解和把握，解決一些在課堂中碰到的知識困惑。

中大通識教育基礎課程的教師在推進PASS的教學實踐中，進行了教學思考與探索。司徒偉文博士和彭金滿博士從自己的教育實踐心得出發，回顧了PASS的內涵、設計過程與實施情況。文章指出PASS的作用在於兼顧每位學生的學習需要，通過伙伴互助的方式幫助學生克服緊張、自卑等負面情緒，增強學生主動參與的意識、培養合作式學習態度，以及增強學習自信心。彭金滿博士還分享了他親自設計的「天文學」PASS教學經驗，指出天文學設立PASS的必要性在於天球概念涉及三維及球面等抽象幾何知識，「初學者在課堂聽過教師講解，也未必能夠充分掌握」。為此，作者嘗試從概念理解－實踐操作－概念理解－實踐操作這樣循環反復的方式，幫助學生從不同角度鞏固天文學知識。

浙江大學哲學系教授章雪富提出通識課程需要具備兩個特徵——專業性和思想性。專業性體現在「以學科的邊際性定位課程講授的內容，思考如何從自身學科的知識系統中，發展出更具意義和廣延的命題」。思想性則體現在「要讓專業知識與其他學科相關探究的部分盡可能『裸露出來』，為其他學科學生的思索建立一種類似知識共同體的方向」。其中，作者認為通識課程的授課應該以注重思想性作為始終，具體體現在教學之中，一個顯著的教學建議是教師需要「以問題引導更多的問題」，通過提問的方式，引發學生對跨學科邊際問題的思考。對此，作者將課堂教學比喻為一場師生之間的旅行，「師生之間在旅行路中不斷地發現新的景點，而我們也會在那些新發現的景點之間徜徉流連。教師千萬不能像一個拉鍊式的導遊，以點到即止為目的」。

本期《大學通識》討論了保證通識課程素質的兩個關鍵因素——領導管理及課堂教學。由於地域、文化等各種情境因素對於通識課程的領導及教學，都具有一定的影響，希望這些來自世界各地研究學者的分享，能夠為廣大讀者提供豐富的知識訊息。願大家享受這次的閱讀旅程，我們下期再會！

主編

張燦輝、梁美儀

