

## Assignment Tasks to be Submitted During Project

Please read the following project requirements carefully and submit the tasks by the due dates.

Please remember that, at the end of the project, successful completers will be awarded certificates and money prizes. These prizes are graded as first-class, second-class and third-class and the first-class winners will receive the greatest rewards.

All parts of the assignment must be completed to be eligible for a prize.

If possible please word process your assignments. If it is not possible for you to word process, please handwrite then neatly in dark black ink.

Totally you are expected to submit the following assignments

	<b>December</b>	<b>April</b>	<b>July</b>
<b>Rubric</b>	Complete Part 1 for 10-15 children but do not submit		Complete Part 2 for the same 10-15 children and submit
<b>Test scores</b>			Fill out the table once per month and submit at end of project
<b>Silent thinking</b>		Submit interviews with 6 children [NOTE THAT THIS ASSIGNMENT DOES NOT NEED TO BE STARTED UNTIL AFTER MODULE 3]	Submit interviews with 6 children
<b>Reflections</b>	Submit at least one page to answer the questions below	Submit at least one page to answer the questions below	Submit at least one page to answer the questions below
<b>Teacher's problems questionnaire</b>	Each teacher completes "before" questionnaire and keeps it in a safe place.		Complete "after" questionnaire and submit
<b>Children complete "Perceptions of care" questionnaire and "Classroom environment" questionnaire</b>	Each child completes "before" questionnaires and teacher keeps them in a safe place.		Complete "after" questionnaire and submit

## Assignment Tasks Rubric Part I

作业 1

Teacher's Name 教师姓名:

Date 日期:

School 学校:

Class 班级:

Subject 科目:  
班?

Experimental or control class 实验班还是控制班?

Instructions for filling out 填写指导:

1. Please fill out one copy for your EHV class and one for your matching control class. 请填写以下表格，一份是价值教育实验班，一份是对应的控制班。
2. Please fill this out **before September 2007**.  
请在 **2007年9月** 以前完成。
3. Please keep this copy carefully in your files for future use. There is no need to send this to us.  
请把这份表保存在你的文件夹里以便将来使用。不用发给我们。

Please select 10-15 children from the EHV class and 10-15 from the control class. Write each child's name where he/she fits onto the character rubric. NOTE that each child's name should appear a total of 9 times, once on each row. 请在价值教育实验班和控制班各挑出 10-15 个孩子。并把每个孩子的名字写在相对应的品质等级栏目中。**注意**每个孩子的名字应该总共出现 9 次，每一种品质中对应出现一次。

	优秀	很好	中等	不好	很不好
<b>诚实</b>	头、心和四肢的协调统一，如在行动前进行自我意识的检测	如果做了不诚实的事，尝试以某种方式弥补	如果做不诚实的事情，但是不做任何弥补	人前诚实，无人则不诚实	在任何时候都不诚实
<b>责任感</b>	把责任放在自己的需要之上；完成额外的事情；为所有的福利事业努力	自愿完成任务，但希望从中获得赞扬和满足感	自觉完成任务但不会因没有完成而感到愧疚	在提醒下完成任务，但不是基于自己的意愿	将自己的需要放在第一位，故意逃避责任

	力，不伤害任何人				
<b>讲真话</b>	讲真话必须是为了他人的幸福、带着爱意去讲，在其它时间保持沉默	所有时间都讲真话，但无法在“必要”和“不必要”之间区分	为了他人的感受和愉悦他人，讲无恶意的假话	为了自己避免麻烦而讲无恶意的假话	经常说假话，不计后果
<b>尊重他人</b>	分享他人成功的快乐，就好象是自己的快乐；对他人不抱恶意	尊重他人的认识，但并非出自内心	只在自己感到平等和愉快时，尊重他人	为自己的不成功找借口	嫉妒，打击他人，或沉湎于打击他人
<b>关心弱小</b>	不乞求回报的无私；感受得到他人的愉快和悲伤，并试图治愈他人的伤痛“爱他人，为他人服务。”	如果有需要，站在弱者的一边，但不是经常这么做	不会积极地去帮助他人，但是避免做出伤害他人的事情	袖手旁观欺凌弱小（身体、精神或情感），或被动参与	恃强凌弱（身体、精神或情感）
<b>具有原则性</b>	在被他人遗弃的情况下，仍然坚守，而	相信原则，不会违背他们，但如果他人反	告诉人们原则是错的，但自己坚持之	与众人口头上一致，但对于违背自己原则	与众人口头上一致，没有感到不妥，通

	且不会感到委屈；面对生活的挑战忠诚不二	对的话，就不再坚持了	（如，被动参与）	的事情感到不安	常随自己的喜好
不会因幸福而得意，也不会因不幸而消沉	接受好的和坏的，并不会受此影响；不为得失所动	从好的和坏的事情中吸取教训，为个人的成长提供经验	知道好事和坏事会帮助我们成长，但没有努力去	责怪他人带来坏运气，把好运气归功于自己	为事情的好坏而过分激动；可以调节压力；为物质财富而愉悦；容易发怒
忠诚	不为所动	合理的忠诚，但仍将个人需要放在其他人之前	如果需要得不到满足，就平静下来	忠诚于那些对自己忠诚的人或可以提供某些物质的人	伪君子
诚信	遵守诺言，从不违背，甚至为此牺牲个人	如果反悔，做出另一种替代安排	如果违背誓言，不会做出个人牺牲，只感到愧疚	除非会面临个人牺牲时，违背诺言，并会说服自己说，这是可以接受的	认为违背诺言不是问题

### Assignment Task: Rubric Part 2.

#### 作业 2

Please fill out the following tables and hand in **in July 2008**. It is OK to hand in a hard copy. You will need to use the forms that you filled out for Part I in September to remind you of where the children were then. 请填写以下表格，并于 2008 年 7 月上交。也可以交一份电子版的。你将需要使用 07 年 9 月填写的那份表格（任务 1），以便确定当时孩子们处于哪个等级。

Instructions for filling out 填写指导:

1. Please fill out one copy for your EHV class and one for your matching control class. 请填写以下表格，一份是价值教育实验班，一份是对应的控制班。
2. Please use the same children that you used in September. 请同样使用你 12 月份挑出的那些学生。
3. Please fill in how many children fit into each category for July and for September. 请填写出每个栏目中在 7 月和 12 月分别有多少学生。

Teacher's Name 老师姓名:

Date 日期:

School 学校:

Class 班级:

Subject 科目:  
制班?

Experimental or control class 实验班还是控制班?

MAKE CHANGE HERE

	优秀	很好	中等	不好	很不好
诚实	Beginning of project				
	End of project				
责任感					
讲真话					
尊重他人					
关心弱小					
具有原则性					
不会因幸福而得意，也不会因不幸而消沉					
忠诚					
诚信					

Child's name 孩子的姓名	Improved in how many categories since December? 自 12 月份以来在哪几方面有进步	Stayed same in how many categories since December? 自 12 月份以来在	Got worse in how many categories since December? 自 12 月份以来在哪几方面有退步



**Assignment Task: Test scores****作业：测试成绩**

Please fill out the following table and hand **in July 2008**. It is OK to hand in a hard copy. 请填写以下表格，并于**2008年7月**上交。也可以交一份电子版的。

Instructions for filling out 填写指导:

1. Please fill out one copy for your EHV class and one for your matching control class. 填写两份，一份是实验班的，一份是控制班的。
2. Please fill out once per month. 请每月填写一次。

Teacher's Name 教师姓名:

Date 日期:

School 学校:

Class 班级:

Subject 科目:

Experimental or control class? 实验班还是控制班?

班?

Date 日期	Test 测试	Class Average Score 班级平均分	% Achieving pass 百分之多少的 学生通过	% Achieving distinction 百分之多少的 学生有变化
September 九月				
October 十月				
November 十一月				
December 十二月				
January 一月				
February 二月				
March 三月				
April 四月				
May 五月				
June 六月				
July 七月				

## Silent Thinking

### 静思

1. Please use silent thinking in your class at least 3 times per week. It can be music, visualization or just sitting in silence.请在你所带的班里面至少每周使用3次静思活动。可以是音乐、想象、或者只是静坐。
2. Select 6 children. In **December, April** and **July** interview them about the following questions and write down what they say.选出6个孩子。分别在12月、4月和7月就以下问题与他们进行交流，并记下他们的回答。
3. Please submit this assignment in **December, April** and **July**.请分别在12月（除非你已经完成了这个任务）、4月和7月上交这个作业。

Questions to ask 问题:

1. Do you like doing silent thinking? Why/why not?  
你喜欢静思活动吗？为什么喜欢/不喜欢？
2. What are your favorite kinds of silent thinking?  
你最喜欢的静思方式是什么？
3. Does silent thinking help you in your schoolwork in any way? How?  
静思活动在哪些方面有助于你的学习？是如何体现的？
4. Does silent thinking help you in your daily life in any way? How?  
静思活动在哪些方面有助于你的日常生活？是如何体现的？
5. Has your use of silent thinking had any effect on anyone else, eg your friends or family? 你使用静思活动以来，对其他人有什么影响吗，比如你的朋友或家庭？

## Reflections

### 反思

Please write at least one page to answer the following. You should submit one page in **December**, another one in **April** and the third one in **July**.请至少用一页纸的篇幅回答以下问题。分别在12月（除非你已经上交了一份）、4月和7月上交。You may also add in extra information of your own. Creative ideas will be considered favourably in the final judging. 你也可以增加你自己的想法。创新性的观点将有利于对你的最后评定。

1. What were your class environment/children's behaviors and characters/academic results like at the beginning of the project?  
在本项目开始之初，你的班级环境/学生的举止和品行/学习成绩如何？
2. What changes have you noticed in any of the above since starting the project?  
开始实施此项目之后，在上述方面你注意到有什么变化？
3. What changes have you noticed in yourself (a) as a teacher and (b) as a person since starting the project? 在实施此项目之后，你作为(a)一位老师,和(b)一个普通人，有没有注意到自己有哪些变化？
4. Please describe any particular event or incident that happened that (a) helped you to get more understanding of what EHV is about or (b) changed your opinion about EHV.请描述所发生的任何特殊的事件，它



- (a)帮助你更深地理解什么是人类价值教育，或者(b)改变了你对人类价值教育的认识。
5. What are the difficulties that you are having with EHV?  
你在对价值教育有什么困惑？
  6. What questions do you have in your mind at this moment about implementing EHV in your classroom? 在你的课堂中实施价值教育的时候，你有什么疑问？
  7. Please describe any ideas that you have tried that have been successful.  
请描述你曾经尝试过并且取得成功的一些想法。

## **Addition to assignment questions**

### **任务附加问题**

### **Action Research**

#### **行动研究**

**This part of the assignment can be done by an individual teacher or a group of colleagues working together.**  
该部分任务可有教师个人或群体共同完成。

**In the other parts of the assignment you have been given guidelines for collecting data about (a) silent thinking, (b) academic results and (c) children's character growth (using the rubric).**  
在其他任务中你需要完成(a)静思，(b)成绩登记，(c)孩子们的成长品质（用红色标注）

**Please select one or all of these areas – or another area of your own interest in your school for your action research.**  
请注意收集其中一个或全部的任务。此外你还可以凭自己的兴趣爱好在学校里拓展其他领域去做行动研究。

1. **List three interesting patterns that have emerged from the data you have collected.**  
列举三种你已经收集到的有趣模式。
2. **List any interesting findings from your own questions that you have researched in the past three-month period. (This question applies from the second assignment onwards.)**  
列举在这过去的三个月的时间里，你从自己的问题中发现的有趣事情。（这个问题在先前的第二次任务中出现过）
3. **In relation to your results described in 1 and 2, list:**
  - **What do I know well?**
  - **What am I still not sure about?**

- **What do I want to know more about?**

列举你自己与问题 1、2 相关的结果描述：

我最了解什么？

我至今还不清楚什么？

我还想知道什么？

4. **Briefly describe how you can try to find out an answer to the questions “What am I still not sure about?” or “What do I want to know more about?” during the next three-month period (ie describe a suitable research methodology to address the question)**

概要描述今后的三个月中，你将怎样试着找出这些问题的答案“我至今还不清楚什么？”或者“我还想知道什么？”（用适当的研究方法去描述你的问题）

5. **To be able to answer question 4, it is advisable for you to do some further professional reading, to find out whether anyone else has researched this question in the past and how they have gone about it. If you have difficulty finding suitable literature, please contact the project team for help.**

为了能回答问题 4，建议你们阅读一些专业书籍，以找到是否过去已经有人做过这方面的研究，他们是怎样做的。假如你很难找到适合的文献资料，请联系项目组以得到帮助。

**Submission of action research: after 3 months, 6 months, 9 months and at end of project**

行动研究的呈交时间：三个月后，半年后，九个月后和项目结束时，总共四次。

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Perceptions of care questionnaire (Lam) [TO BE REPLACED BY THE ACTUAL QUESTIONNAIRE]

**Teacher support.** Student perception of teacher support was measured by three items in the questionnaire. These items were adapted from the Scale of Caring Adult Relationships in School (Jennings, 2003): (1) “At my school, there is a teacher who cares about me;” (2) “At my school, there is a teacher who is kind to me;” (3) “At my school, there is a teacher who listens to me when I have something to say.” Students were asked to indicate how much they agreed to these three statements on a 5-point Likert scale with 1 for *strongly disagree* and 5 for *strongly agree*. High scores indicated perception of high teacher support and low scores indicated otherwise. The Cronbach’s  $\alpha$  of the three item-scores was .79.

**Peer support.** The questionnaire presented to the students three items on peer support that were adapted from the Scale of Caring Peer Relationships in School (Jennings, 2003) were: (1) “At my school, I have a friend who really cares about me;” (2) “At my school, I have a friend who talks with me about my problems;” (3) “At my school, I have a friend who helps me when I’m having a hard time.” The students were asked to indicate how much they agreed to these three statements on a 5-point Likert scale with 1 for *strongly disagree* and 5 for *strongly agree*. High scores indicated perception of high peer support and low scores indicated otherwise. The Cronbach’s  $\alpha$  of the three item-scores was .82.

Classroom environment questionnaire



# What Is Happening In This Class?

## Personal Form (Actual)

### Directions

This questionnaire contains statements about practices which could take place in this class. You will be asked how often each practice takes place.

There are no 'right' or 'wrong' answers. Your opinion is what is wanted.

Think about how well each statement describes what this class is like for you.

Draw a circle around

<b>1</b>	if the practice takes place	<b>Almost Never</b>
<b>2</b>	if the practice takes place	<b>Seldom</b>
<b>3</b>	if the practice takes place	<b>Sometimes</b>
<b>4</b>	if the practice takes place	<b>Often</b>
<b>5</b>	if the practice takes place	<b>Almost Always</b>

Be sure to give an answer for all questions. If you change your mind about an answer, just cross it out and circle another.

Some statements in this questionnaire are fairly similar to other statements. Don't worry about this. Simply give your opinion about all statements.

### Practice Example

Suppose that you were given the statement: "I choose my partners for group discussion." You would need to decide whether you think **you** choose your partners 'Almost Never', 'Seldom', 'Sometimes', 'Often' or 'Almost Always'. For example, if you selected 'Often', you would circle the number 4 on your questionnaire.

**Your Name:**

**Male ρFemale ρ**

**Teacher's Name:**

**School:**

**Grade:**

STUDENT COHESIVENESS		Almost Never	Seldom	Some-time:	Often	Almost Always
1.	I make friendships among students in this class.	1	2	3	4	5
2.	I know other students in this class.	1	2	3	4	5
3.	I am friendly to members of this class.	1	2	3	4	5
4.	Members of the class are my friends.	1	2	3	4	5
5.	I work well with other class members.	1	2	3	4	5
6.	I help other class members who are having trouble with their work.	1	2	3	4	5
7.	Students in this class like me.	1	2	3	4	5
8.	In this class, I get help from other students.	1	2	3	4	5
TEACHER SUPPORT		Almost Never	Seldom	Some-time:	Often	Almost Always
9.	The teacher takes a personal interest in me.	1	2	3	4	5
10.	The teacher goes out of his/her way to help me.	1	2	3	4	5
11.	The teacher considers my feelings.	1	2	3	4	5
12.	The teacher helps me when I have trouble with the work.	1	2	3	4	5
13.	The teacher talks with me.	1	2	3	4	5
14.	The teacher is interested in my problems.	1	2	3	4	5
15.	The teacher moves about the class to talk with me.	1	2	3	4	5
16.	The teacher's questions help me to understand.	1	2	3	4	5
INVOLVEMENT		Almost Never	Seldom	Some-time:	Often	Almost Always
17.	I discuss ideas in class.	1	2	3	4	5
18.	I give my opinions during class discussions.	1	2	3	4	5
19.	The teacher asks me questions.	1	2	3	4	5
20.	My ideas and suggestions are used during classroom discussions.	1	2	3	4	5
21.	I ask the teacher questions.	1	2	3	4	5
22.	I explain my ideas to other students.	1	2	3	4	5
23.	Students discuss with me how to go about solving problems.	1	2	3	4	5
24.	I am asked to explain how I solve problems.	1	2	3	4	5



INVESTIGATION		Almost Never	Seldom	Some-time:	Often	Almost Always
25.	I carry out investigations to test my ideas.	1	2	3	4	5
26.	I am asked to think about the evidence for statements.	1	2	3	4	5
27.	I carry out investigations to answer questions coming from discussions.	1	2	3	4	5
28.	I explain the meaning of statements, diagrams and graphs.	1	2	3	4	5
29.	I carry out investigations to answer questions which puzzle me.	1	2	3	4	5
30.	I carry out investigations to answer the teacher's questions.	1	2	3	4	5
31.	I find out answers to questions by doing investigations.	1	2	3	4	5
32.	I solve problems by using information obtained from my own investigations.	1	2	3	4	5
TASK ORIENTATION		Almost Never	Seldom	Some-time:	Often	Almost Always
33.	Getting a certain amount of work done is important to me.	1	2	3	4	5
34.	I do as much as I set out to do.	1	2	3	4	5
35.	I know the goals for this class.	1	2	3	4	5
36.	I am ready to start this class on time.	1	2	3	4	5
37.	I know what I am trying to accomplish in this class.	1	2	3	4	5
38.	I pay attention during this class.	1	2	3	4	5
39.	I try to understand the work in this class.	1	2	3	4	5
40.	I know how much work I have to do.	1	2	3	4	5



<b>COOPERATION</b>		<b>Almost Never</b>	<b>Seldom</b>	<b>Some-time:</b>	<b>Often</b>	<b>Almost Always</b>
41.	I cooperate with other students when doing assignment work.	1	2	3	4	5
42.	I share my books and resources with other students when doing assignments.	1	2	3	4	5
43.	When I work in groups in this class, there is teamwork.	1	2	3	4	5
44.	I work with other students on projects in this class.	1	2	3	4	5
45.	I learn from other students in this class.	1	2	3	4	5
46.	I work with other students in this class.	1	2	3	4	5
47.	I cooperate with other students on class activities.	1	2	3	4	5
48.	Students work with me to achieve class goals.	1	2	3	4	5

<b>EQUITY</b>		<b>Almost Never</b>	<b>Seldom</b>	<b>Some-time:</b>	<b>Often</b>	<b>Almost Always</b>
49.	The teacher gives as much attention to my questions as to other students' questions.	1	2	3	4	5
50.	I get the same amount of help from the teacher as do other students.	1	2	3	4	5
51.	I have the same amount of say in this class as other students.	1	2	3	4	5
52.	I am treated the same as other students in this class.	1	2	3	4	5
53.	I receive the same encouragement from the teacher as other students do.	1	2	3	4	5
54.	I get the same opportunity to contribute to class discussions as other students.	1	2	3	4	5
55.	My work receives as much praise as other students' work.	1	2	3	4	5
56.	I get the same opportunity to answer questions as other students.	1	2	3	4	5



**How does EHV bring about changes in teachers' problems?**

**人文价值教育如何给教师问题带来变化的？**

The purpose of this questionnaire is to seek your opinion about how the EHV project has helped you to solve your problems. Please complete Section A now and Section B at the end of the project. You may fill this questionnaire in anonymously, so please be honest with your answers.

以下这份问卷的目的是为了了解你对人文价值教育项目如何帮你解决问题的看法。现在请完成A部分，B部分在项目结束时再填。你可以以匿名的方式完成问卷，所以请诚实作答。

**Section A: To be completed now**

**A部分：请现在完成**

Please rate the seriousness of these problems for you (1 = “not at all serious” and 5=”extremely serious”  
请根据你的判断为以下问题的严重程度评定等级（1代表“根本不严重”，5代表“极其严重”）

<b>Problem 问题</b>	<b>1</b> <b>Not at all serious</b> 根本不严重	<b>2</b> <b>Not particularly serious</b> 不是特别严重	<b>3</b> <b>Average</b> 严重程度一般	<b>4</b> <b>Quite serious</b> 非常严重	<b>5</b> <b>Extremely serious</b> 极其严重
Bullying/violence by students 学生的横行霸道/暴力行为					
Coping with special needs students 处理有特殊需要的学生的问题					
Exhaustion 疲劳					
Feeling angry 生气					
Having doubts about my sense of mission as a teacher/feeling burnt out					

对自己作为教师的使命感持怀疑态度/感到厌倦					
Having to give 100% even when I don't feel like it 即使我不喜欢也不得不全身心投入					
Pressure to cover the curriculum 完成课程有压力					
Pressure to get good results 获得好效果有压力					
Problems with colleagues 与同事有矛盾					
Low class achievement 学生成绩低					
Pupils who won't participate 学生不想上课					
Misbehaving students 学生行为不良					
Taking out my stress on my own family or friends 分散精力给自己的家					

人或朋友					
Excessive workload 工作量太大					
Uncontrollable class 无法掌控整个班级					
Unlikeable children 有些孩子不招人喜欢					
My health 自己的健康					
Other (please write other problems in the space below) 其他（请把其他问题写在下面空白的地方）					

**Section B: To be completed and submitted with your final assignment**

**B部分：与最后的作业一起完成并上交**

Please rate the seriousness of these problems for you (1 = “not at all serious” and 5=”extremely serious”

请根据你的判断为以下问题的严重程度评定等级（1代表“根本不严重”，5代表“极其严重”）

Problem 问题	1 Not at all serious 根本不严重	2 Not particularly serious	3 Average 严重程度一般	4 Quite serious 非常严重	5 Extremely serious 极其严重
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		不是特别严重			
Bullying/violence by students 学生的横行霸道/暴力行为					
Coping with special needs students 处理有特殊需要的学生的问题					
Exhaustion 疲劳					
Feeling angry 生气					
Having doubts about my sense of mission as a teacher/feeling burnt out 对自己作为教师的使命感持怀疑态度/感到厌倦					
Having to give 100% even when I don't feel like it 即使我不喜欢也不得不全身心投入					
Pressure to cover the curriculum 完成课程有压力					
Pressure to get good results					

获得好效果有压力					
Problems with colleagues 与同事有矛盾					
Low class achievement 班级成绩低					
Pupils who won't participate 学生不想上课					
Misbehaving students 学生行为不良					
Taking out my stress on my own family or friends 分散精力给自己的家人或朋友					
Excessive workload 工作量太大					
Uncontrollable class 无法掌控整个班级					
Unlikeable children 有些孩子不招人喜欢					
My health 自己的健康					
Other (please write other problems in the space below)					

其他（请把其他问题  
写在下面空白的地  
方）

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