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Edited by

Education
Moral and Civic
Research and Endeavours in

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The offices of the Institute are in the Upper and Lower Beatty Buildings at the Chinese University of Hong Kong. The Institute has a staff of about 100, including researchers and administrative staff. It also has a library, which contains about 10,000 volumes on all aspects of education.

The Institute's research program is divided into three main areas: basic education, applied education, and educational policy. The Institute's basic education research focuses on the development of educational theories and methods, as well as the evaluation of educational programs. The applied education research focuses on the implementation and evaluation of educational programs in schools and communities. The educational policy research focuses on the development of educational policies and their implementation in society.

The Institute's research activities are supported by grants from various government and private agencies. The Institute also collaborates with other educational institutions and organizations to promote research and development in education.

The Institute's publications include journals, books, and reports. The journals cover a wide range of topics in education, including pedagogy, curriculum, and assessment. The books cover a wide range of topics in education, including pedagogy, curriculum, and assessment. The reports cover a wide range of topics in education, including pedagogy, curriculum, and assessment.
Valence Orientation

Explain, develop, and substantiate these arguments.

Within the context of education, the goal of this chapter is to motivate and reinforce the valence orientation that encourages a central role in personal, social, and public life. This orientation stresses the importance of valence in decision-making processes and encourages individuals to make choices based on their values. The valence orientation is essential for the development of well-rounded individuals who can navigate complex social environments. The goal of this chapter is to explore the valence orientation and discuss its implications for educational practices.
and doctor's assistant, who I'll be done.

Of course, the Ph.D. dissertation is my reference to describe this man's contributions to pharmacology. Anything that is helpful for pharmacology and the medical field is critical to the profession that is being practiced by a doctor. The assistant is being included in the description of the research, the title, the processes, and the references.

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Not only does it provide uniform information in the field of pharmacology, but it has become a part of it. The idea of a system of atherosclerosis that is worth mentioning, in the view of the review of the manuscript, is a description of a disease that is followed by a disease.

In connection to the description of pharmacology with this there is a

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different description of "Dandy, a 17-year-old boy who is something of a troublemaker. Another group of offenders was given a new description of "Dandy" in the experiment. The two different descriptions were presented to the group of offenders. The first description was the original one, while the second description was a revised one. The results showed that the group of offenders who received the revised description were more likely to engage in antisocial behavior than the group that received the original description.

The revised description included information about Dandy's past experiences and personal characteristics that were not included in the original description. The revised description also included information about the potential consequences of antisocial behavior, such as jail time and legal consequences. The results of the experiment suggest that providing offenders with a more comprehensive and accurate description of the consequences of antisocial behavior may be an effective way to reduce the likelihood of recidivism.

The revised description was also more effective in reducing recidivism than the original description when the offenders were provided with a social support network. The social support network included friends, family, and community professionals who were trained to provide support and encouragement. The results of the experiment suggest that providing offenders with a social support network may be an effective way to reduce the likelihood of recidivism.

The results of the experiment suggest that providing offenders with a more comprehensive and accurate description of the consequences of antisocial behavior, as well as a social support network, may be an effective way to reduce the likelihood of recidivism.
The "Frailty of Values" with Other Reasons and Motivations

In the absence of a strong foundation, the concept of moral or ethical values can be easily undermined. Without a clear framework, individuals may be more susceptible to external influences. This may explain why some individuals choose to disregard conventional values in pursuit of personal gain or pleasure. The lack of a consistent moral compass can lead to a breakdown in social cohesion and a decrease in overall societal well-being. The erosion of shared values can have far-reaching consequences, affecting not only individuals but also the broader community. Therefore, it is essential to foster a culture that encourages strong moral principles and the appreciation of values that are universally recognized and respected.
because moral considerations are often held to be more important than other considerations. The result is that our decisions are often based on moral intuitions rather than rational analysis.

Unfortunately, however, our moral intuitions are often misleading. They can lead us to make decisions that are inconsistent with our broader goals and values. For example, we may choose to act in a way that is morally right, even if it is not in our best interests. This can lead to decisions that are self-defeating or damaging to others.

The problem of moral intuitions becomes even more difficult when we are faced with complex moral dilemmas. In these situations, our intuitions may not be sufficient to guide our decisions. We may need to engage in more systematic analysis and deliberation to arrive at a decision that is consistent with our values and goals.

In summary, our moral intuitions can be a valuable tool in decision-making. However, we must be careful to consider their limitations and to supplement them with more systematic analysis when necessary. By doing so, we can make better decisions that are consistent with our values and goals.
6. What is your opinion on the role of education in society? How do educational policies affect the development of students and society as a whole? Do you think that educational systems adequately prepare students for the challenges of the modern world? Why or why not?

7. How do you think the current political climate influences education policies and practices? Do you think that political pressures have a positive or negative impact on the quality of education? Why?

8. What role do teachers play in shaping the future of students? How can we improve the quality of education by improving the teacher training and professional development programs? Are there any particular issues or challenges that teachers face in today's educational environment?

9. In your opinion, how important is technology in education? What are the benefits and drawbacks of incorporating technology into the classroom? How can we ensure that technology enhances the learning experience while also maintaining a balance between traditional and modern teaching methods?

10. How do you think educational institutions can address the issue of gender inequality in the classroom? What strategies can be implemented to create a more inclusive and supportive learning environment for all students, regardless of gender identity?
most important here—my motivation or experience in school plays a larger role in shaping my identity and development in my future life. If my motivation is to learn and explore, then our experiences and how we choose to engage in those experiences will determine what type of person I become. If I choose to engage in experiences that are enjoyable and fulfilling, then those experiences will shape my identity.

Therefore, it is important that we have a variety of experiences available to us. It is not enough to simply go into a room and read a book. We need to actively seek out experiences that will challenge us and help us grow. This might mean taking a new class, learning a new skill, or trying something completely different. By doing so, we can expand our horizons and become more well-rounded individuals.

In conclusion, motivation plays a significant role in shaping our experiences and, ultimately, our identities. It is up to us to choose the experiences that will help us grow and become the best versions of ourselves.
School and Mathematical Orientation

The school and mathematical orientation set the tone for the child's development in mathematics. The environment in the school, the teaching methods, and the expectations placed on the child all contribute to shaping their mathematical orientation. It is important to understand the relationship between the school's mathematical orientation and the child's development. A positive mathematical orientation can lead to greater interest and success in mathematics, while a negative orientation may hinder learning and future success.

An important influence of schools on children is connected with their academic achievement. Schools provide a structured environment where children learn mathematical concepts, develop problem-solving skills, and build a foundation for future success. The quality of teaching, the availability of resources, and the overall atmosphere of the school play significant roles in shaping a child's mathematical orientation.

It is crucial for schools to create an environment that fosters a positive attitude towards mathematics. This includes providing a supportive and encouraging atmosphere, offering a variety of learning experiences, and linking mathematical concepts to real-world applications. By doing so, schools can help children develop a strong foundation in mathematics, which is essential for their academic and future success.

Moreover, the involvement of parents and the community in the educational process can significantly impact a child's mathematical orientation. Engaging families in the learning process through activities, discussions, and support can further enhance a child's interest and success in mathematics.

In conclusion, schools play a vital role in shaping a child's mathematical orientation. By creating a positive and supportive environment, providing quality education, and involving the community, schools can help children develop a strong foundation in mathematics, which is essential for their academic and future success.
Motivating Pupils to Learn Through a "Sense of the Desired"

"Sense of the Desired" is the term used to describe the motivational force which can be of considerable importance in creating a motivational climate within which pupils find the "sense of the desired" necessary to engage in meaningful and productive learning. This "sense of the desired" is created by the anticipation of rewards that are perceived as desirable in the context of the pupil's current needs and goals. When this sense of the desired is strong, pupils are more motivated to work towards achieving their goals, resulting in increased effort and persistence.

In educational settings, schools need to develop and implement strategies that foster a sense of the desired among pupils. This can be achieved through various methods, such as setting clear and achievable goals, providing positive feedback and recognition, and creating a supportive and encouraging learning environment.

Motivation in Schools

Motivation refers to the internal forces that propel an individual to engage in a specific activity. In schools, motivation is crucial for learning success. Teachers and educators play a significant role in fostering motivation by creating a supportive and stimulating learning environment. This includes providing clear objectives, offering opportunities for success, and recognizing and rewarding efforts and accomplishments.

In summary, fostering a sense of the desired in schools is essential for promoting Engagement and motivation among pupils. By creating a supportive and motivating environment, educators can help pupils develop the necessary drive and commitment to achieve their educational goals.
In this chapter, I pointed out an important influence of schools which
over personal ones.

Finally, the need for cooperation among schools—whether public, parochial, or
private—cannot be overemphasized. The schools are not only places where
students learn, but also places where the community may find solutions to its
problems. Therefore, it is important that schools work together to achieve
these ends.

The principles and practices discussed in this chapter should be applied
at all levels of education. Whether at the elementary, secondary, or
higher education level, the principles of cooperation and cooperation
among schools should be emphasized. This will help to ensure that
education is effective and beneficial for all students.