

Teaching Package for Module Two
Hong Kong Today in
New Senior Secondary Liberal Studies

Heritage Conservation in Hong Kong

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How to Use this Teaching Package

This teaching package employs the Problem-based Learning (PBL) as the main instructional model. It is essential for teachers to have some understanding of the PBL model before using this package. Teachers are also reminded to adapt the materials in this package to cater for students' learning diversity and their different learning styles.

Number of Lessons: 6 (approximately 6 Hours)

Target Students / Level

- Senior Secondary 4 / 5 students in EMI school
- Class size: 24 – 30 students
- Size of collaborative / cooperative learning groups – 4 to 5 students per group

Theoretical Underpinning & Proposed Pedagogies

- Cognitive and Constructivist Theory of Teaching & Learning to be actualized through a student-oriented approach for “learning to learn” actively, authentically and meaningfully
- Phenomenography & the Variation Theory to enhance students' discernment of the core concepts
- PBL as a developmental instructional model to help develop students' critical thinking and enquiry mind and as “a learning method based on the principle of using problems as a starting point for the acquisition & integration of new knowledge” (Barrows, 1982).
- An appropriate pedagogic-mix compatible with PBL might incorporate suitable elements from Joyce & Weil's (2000) *Social & Information Processing families* of teaching models - *Partners in Learning, Group Investigation, Role Playing, Inductive Thinking, Inquiry Training*, etc

Drafting of Problem Statement for “Heritage Conservation”

- A statement presenting “Heritage Conservation” as a contemporary issue /problem as an entry point to spark critical & creative thinking among students
- An authentic statement written to provide a comprehensive coverage with an implicit list of intended learning issues & related key concepts
- Embedded with built-in expectations of specific learning objectives & outcomes regarding knowledge, skills & values & attitudes

Broad Learning Goals of “Heritage Conservation”

- to enhance students’ understanding of themselves, their society, their culture, the human world and the physical environment
- to develop multiple perspectives on issues related to “Heritage Conservation” in different contexts
- to help students become independent thinkers and construct knowledge appropriate to changing personal and social circumstances
- to develop in students a repertoire of skills and metacognitive abilities for lifelong and life-wide learning
- to help students appreciate and respect diversity in views, ways of life and cultures in a pluralistic society and handle conflicting values
- to develop in students positive values and attitudes towards life, to become informed and responsible citizens of society, the country and the world

Assessment for Learning

- Formative assessment to provide feedback on the effectiveness of teaching and student learning
- Standards-referenced criteria to facilitate authentic performance assessment – students will be matched against standards, which indicate what students have to know and be able to do to merit a certain grade (CDC, 2006, p.122)
- Authentic performance assessment to be conducted basing on the following criteria:
 - Dynamic interaction between student, teacher & task / as well as among group members
 - Appropriateness of research methods chosen
 - Appropriateness / Quality of research questions/ sub-questions for enquiry
 - Performance in / Contribution to investigation activities / data processing / final output
 - Quality of written report
 - Performance in / quality of oral presentation
 - Quality of reflective writing

Specific Learning Objectives & Expected Student Learning Outcomes (Table 1)

<p style="text-align: center;">Knowledge</p>	<p style="text-align: center;">Skills</p>	<p style="text-align: center;">Values & Attitudes</p>
<ul style="list-style-type: none"> ▪ To help students develop the capacity to construct knowledge through enquiring into learning issues generated from “Heritage Conservation” which affect themselves, their society and the physical environment, so that they <ul style="list-style-type: none"> ○ understand the personal development process and interpersonal relationships of adolescents with respect to the challenges & opportunities they face in post-colonial Hong Kong; ○ evaluate different aspects of “Heritage Conservation” which contribute to improving the quality of life, shaping the identity, challenging the rule of law while safeguarding the rights and freedoms of Hong Kong residents; ○ understand how humans, science & technology interact with the environment in relation to sustainable development; ○ the roles of HK government & NGOs in “Heritage Conservation” ▪ To help students understand the interconnectedness of “Heritage Conservation” as a curriculum unit with other issues, themes & modules within one Area of Study, “Society & Culture”, as well as across the other two Areas of Study. 	<ul style="list-style-type: none"> ▪ To help develop higher order thinking ability of students. ▪ To enable students develop and apply skills related to enquiry learning, including skills for self-management, problem-solving, communication, collaboration, information processing, data analysis, evaluation and skills in using ICT 	<ul style="list-style-type: none"> ▪ To promote the development among students open-mindedness; respect for individuality & diversity, the different views and values held by others ▪ To develop an appreciation for the values of cultural heritage and be committed to becoming responsible citizens ▪ To demonstrate respect for evidence, rational morality & reasoned judgments in developing multiple perspectives to issues ▪ To develop positive values and attitudes towards identity, sustainability and the betterment of humankind.

Teaching Foci (Table 2)

Area of Study and Module	Key Questions for Enquiry	Intended / Hidden Learning Issues related to “Heritage Conservation”	Related values & attitudes
<p>Area of Study: Self and Personal Development</p> <p>Module 1: Personal Development and Interpersonal Relationships</p>	<p>Theme 1: Understanding Oneself</p> <ul style="list-style-type: none"> ● What challenges and opportunities does a person have during adolescence? <p>Theme 2: Interpersonal relationships</p> <ul style="list-style-type: none"> ● What interpersonal factors facilitate adolescents to reflect upon and prepare for the transition to adulthood? 	<ul style="list-style-type: none"> ● Causes and current developments related to young people ● Psychological, physiological and social needs during adolescence (Quest for autonomy, pressure towards conformity and need for social acceptance) ● Young generation’s perceptions of identity ● Relationship between media, self-esteem and adolescent behaviours ● Life skills in handling social challenges and peer/social group pressure ● Political, social and cultural influences on adolescents’ aspirations ● Experiences for development of positive values and outlook on life 	<p>Responsibility; identity; respect for plurality & individuality; open-mindedness; empathy; adaptability to challenges; justice</p>

Teaching Foci (Table 2)

CONT.

Area of Study and Module	Key Questions for Enquiry	Intended / Hidden Learning Issues related to “Heritage Conservation”	Related values & attitudes
<p>Area of Study: Society and Culture</p> <p>Module 2: Hong Kong Today</p>	<p>Theme 1: Quality of Life</p> <ul style="list-style-type: none"> ● Which directions might be chosen in maintaining and improving Hong Kong residents’ quality of life? <p>Theme 2: Rule of law and socio-political participation</p> <ul style="list-style-type: none"> ● How do Hong Kong residents participate in political and social affairs and come to grips with rights and responsibilities with respect to the rule of law? <p>Theme 3: Identity</p> <ul style="list-style-type: none"> ● How are the identities of Hong Kong residents developed? 	<ul style="list-style-type: none"> ● Different dimensions of cultural heritage ● Factors contributing to the shaping of identity (multiplicity, global citizenship influenced by globalization and cultures, historical, political, social, economic and cultural) ● Social conflicts arising from cultural conservation ● People’s perceptions of cultural heritage and socio-economic development (compatibility with “stability & prosperity”) ● Aspects of cultural heritage and impacts on quality of life ● Influence of media & ICT on public opinion ● Commercial and market values of tangible and intangible cultural heritage ● Relationship between government policies, public education and cultural conservation ● Methods of interpersonal communication and democratic participation ● Global perceptions & impacts of heritage conservation 	<p>Open-mindedness, individuality, plurality, sense of belonging; respect for diversity & different lifestyles; identity</p>

Implementation Schedule (Table3)

Lessons	Specific Teaching Procedure: Teaching Methods/Activities	Teaching Resources	Aims: Concepts (C); Critical thinking skills (S) ; Attitude (A)
Lessons 1-2	<ol style="list-style-type: none"> 1. Motivation by news clippings / photos of some historic buildings & monuments in HK 2. Introduction of the topic & presentation of the problem statement to students 3. Analysis of problem statement to identify the “known” & the “unknown” information 4. Generating and categorizing learning issues 5. Categorize learning issues using a concept map 6. Formulating research questions & focusing enquiry on a few selected key learning issues 7. Teacher helps with overseeing the formulation & allocation of key research questions among groups for specialization 8. Group discussion and designing investigation plans 	<ul style="list-style-type: none"> • news clippings / photos of some historic buildings & monuments in HK • Problem Statement – “Heritage Conservation” (Appendix 1) • Worksheet 1 • Worksheet 2 • Worksheet 3 • Worksheet 4 	<ul style="list-style-type: none"> • Developing a concern for the society (A) • Identifying Concepts (S) • Heritage (C) • Analysis & categorize (S) • developing views (S) • Generating questions (S) • Identifying and reflecting values (S&V) • Designing plans (S)
Lessons 3-4	<ol style="list-style-type: none"> 1. Group discussion, analysis & organization of information & data collected 2. Interpretation of findings 3. Drawing of conclusions 4. Examining viability of any other alternative arguments 5. Preparation for presentation of findings 6. Self Evaluation & group critique before presentation 	<ul style="list-style-type: none"> • Information & data collected by students eg. field notes, interview transcripts, video-recording, etc. 	<ul style="list-style-type: none"> • Organizing information (S) • Interpretation (S) • Comparison (S) • Inferring possible outcomes (S) • comparing views (S) • Self reflection (S)
Lessons 5-6	<ol style="list-style-type: none"> 1. Group oral presentation (to class) of findings in forms /modes deemed appropriate 2. Open critiques by class 3. Peer self-evaluation and reflection 4. Assessment for learning by teacher & class (Peer assessment) 	<ul style="list-style-type: none"> • Findings and conclusions drawn by different groups of students 	<ul style="list-style-type: none"> • Put forward argument (S) • Decision-making (S) • Respect for others (A) • Evaluation (S)

Procedures in Conducting Problem-based Learning for “Heritage Conservation”

- 1 Presentation of problem statement
- 2 Analyzing the problem statement
 - 2.a identify known information – facts & opinions
 - 2.b identify unknown information – questions & hypotheses
 - 2.c generating learning issues to fill the information gap
 - 2.d categorize learning issues using a concept map
- 3 Formulating an investigation plan
- 4 Carrying out the investigation
- 5 Presentation and Evaluation
- 6 Generating new problems for further Enquiry

Step 1: Presentation of Problem statement

- "Heritage Conservation" (Appendix 1)

<p>The unique fusion of Eastern and Western cultures where the old and the new live side by side has made Hong Kong the premier tourist destination in Asia – boasts the Hong Kong Tourism Board.</p> <p>The Antiquities and Monuments Office stresses that Hong Kong’s heritage is a testimony to our unique past and helps to define our identity. The architectural styles, selections of sites and building materials had been governed by social beliefs, traditions, ideas and cultures. The study of historic buildings can reveal the human messages embraced in them.</p> <p>The emotional outbursts over the demolition of the Star Ferry clock tower and Queen’s Pier, as well as the public outcry over the disfigurement of King Yin Lei had captured extensive media focus. War cries of protesters and NGOs calling for conservation and collective memory had been heard against the matter-of-fact procedural responses of bureaucrats. But Joe Chan, a 17 year-old student, had chosen to preserve his memories of the historic landmarks in his website ...</p> <p>Chairman of the Urban Renewal Authority, Barry Cheung, reiterated when mobbed by angry protestors in Wedding Cards Street, “Our priority will continue to be on improving the living conditions of citizens living in very run-down areas ...” Often times, URA’s plans have polarized even local communities, pitching residents and retailers against one another...</p> <p>Paul Collis, a British construction engineer and long-time Hong Kong resident believes that redevelopment helps improve the image of the city though the proliferation of high-risers could be an issue. A line should be drawn between preserving something worth preserving and those obstructing progress.</p> <p>“Development and heritage must both find a place in the Hong Kong of the future.” Writes Anthony Cheung Bing-leung, Executive Councillor.</p> <p>Democrats argue that people should have their say through the public-engagement process, along with experts like planners, architects, archaeologists and heritage specialists. Conservationists suggest that our government might draw reference from China or Singapore’s conservation policies ...</p> <p>Social scientists see the heritage debate as the tip of the iceberg of a more fundamental social transformation arising from the younger generation’s concern for local roots and the city’s quest for a positive identity...</p> <p>Chief Executive Donald Tsang pledges in his Policy Address to pursue <i>Progressive Development</i> to create a new Hong Kong that is “sustainable, balanced and diversified”...</p>	<p>Key Concepts / Learning Issues:</p> <p>Self</p> <p>Personal development</p> <p>Human relations</p> <p>Culture</p> <p>heritage</p> <p>Society</p> <p>Diversity</p> <p>Quality of life</p> <p>Identity</p> <p>Collective memory</p> <p>Roles of government</p> <p>NGOs</p> <p>Interest groups</p> <p>Human rights</p> <p>Rule of law</p> <p>ICT & Media</p> <p>Democracy</p> <p>Communication</p> <p>Globalization</p> <p>Environment</p> <p>Sustainability</p> <p>Science & technology</p>
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Step 2a & 2b: Analyzing the Statement: Identifying “Known” & “Unknown” Information

- Worksheet 1 (Sample)

“Known” - Facts & Opinions

“Unknown” – Assumptions, Questions & Hypotheses

What you know		What you don't know
Fact	Opinion	
<p>1st paragraph (The fusion ... live side by side)</p> <p>2nd paragraph (The Antiquities & Monuments Office ... testimony to our past)</p> <p>3rd paragraph (The emotional ... in a website)</p> <p>4th paragraph (Chairman ... one another)</p> <p>5th paragraph Paul Collis, a British construction engineer ... Hong Kong resident</p> <p>9th paragraph (Chief Executive ... <i>Progressive Development</i>)</p>	<p>1st paragraph (Hong Kong the premier ... HKTB)</p> <p>2nd paragraph (... helps define cultural identity ... embraced in them.)</p> <p>5th paragraph (... believes ... progress)</p> <p>6th paragraph (Development ... Executive Councillor)</p> <p>7th paragraph (Democrats ... conservation policies)</p> <p>8th paragraph (Social scientists ... identity)</p> <p>9th paragraph (... to create ... diversified)</p>	<ol style="list-style-type: none"> 1. Causes & implications of controversies and conflicts arising from heritage conservation 2. Different dimensions of cultural heritage 3. Impacts of heritage conservation on personal development and identity 4. Impacts of heritage conservation on the quality of life of HK residents 5. Role of media in shaping public opinion & as a channel of communication 6. Rights & freedoms as well as responsibilities of people in socio-political participation in community affairs with respect to the rule of law 7. Relationship between conservation and sustainable development of HK 8. Roles of government & NGOs in promoting conservation 9. Effectiveness of HK's conservation policy compared globally

Step 2b & 2c: Formulating Assumptions / Hypotheses / Personal Questions & Generating Learning Issues to Fill the Information Gaps

- Worksheet 2 (Sample)

A. What is the key issue/problem?

- Causes & implications of the controversies arising from heritage conservation
- Dilemmas & conflicts between heritage conservation and urban redevelopment/renewal

B. What are the other related learning issues/problems which can be generated?

- Different dimensions / types of cultural heritage
- Relationship between culture, heritage and tourism
- Impacts of social, cultural beliefs, science & technology on the architecture of heritage
- Impacts of heritage conservation on self & personal development of adolescents
- Effects of conflicts among different social groups on human relationships & social harmony / cohesion
- Role of the media in shaping public opinion & as an informal channel of communication between people and government as related to conservation issues
- Impacts of different aspects of heritage conservation on the quality of life of HK residents
- Factors contributing to the shaping of HK people's identity, especially in post-colonial HK
- Importance of the rule of law in safeguarding rights & freedoms & responsibilities of different interest groups
- Extent to which present developments in heritage conservation reflect social transformation & on people's aspirations for democracy (in the light of governance, democratic participation & respect for people's opinions, more effective communication, universal suffrage, etc)
- Relations between heritage conservation & sustainable development
- Roles of government or NGOs in promoting cultural conservation
- Effectiveness of HK's conservation policy when compared globally

C. Who are involved in these issues?

- People of different ages, education background, social strata & economic background (e.g. property developers, shop owners, retailers, etc)
- HKSAR Government & statutory bodies (Development Bureau, Antiquities Advisory Board, Urban Renewal Authority, Town Planning Board), judiciary
- NGOs, conservationists & pressure groups, social/ interest groups
- Experts (heritage specialists, town planners, architects, engineers, archaeologists, curators etc)
- Mass media

D. What areas might be covered by the learning issues generated?

To identify the inter-connectedness of AOSs, as well as connections among modules & themes:

- **Society & Culture**

- i. Hong Kong Today
 - a. Quality of life
 - b. Rule of Law
 - c. Identity
- ii. Globalization – global perceptions of cultural conservation

- **Self & Personal development**

- i. Personal development – coping with emotional issues by adolescents; peer pressure & social acceptance...
- ii. Interpersonal relationships – conflicts threatened social harmony & cohesion?

- **Science, Technology & Environment**

- i. Public health – poor air circulation & intense heat/high summer temperatures caused by “walled effect” & the lack of a wind corridor, might contribute to asthma, respiratory illnesses, easier spread of diseases, etc
- ii. Environment – “wall effect”; traffic congestion & air pollution; environmental problems worsened by construction debris created by demolition of heritage & construction of new structures; aggravated problems with increase in Municipal Solid Waste & pressure on Landfills
- iii. Technology – feasibility of relocating heritage architecture e.g. Murray House to Stanley, previous suggestions to relocate Star Ferry clock tower & Queen’s Pier
- iv. Sustainable Development

Step 3: Formulating an Investigation Plan

- Worksheet 4 (Sample)

A. Set goals for investigation

- Students to focus enquiry on 6 key research questions formulated on prioritized learning issues
- Students to develop a broader and deeper understanding of concepts & issues related to heritage conservation in Hong Kong through self-directed PBL
- To construct new knowledge built on prior knowledge related to heritage conservation (acquired from other Key Learning Areas in their basic education) through a collaborative learning environment
- To apply higher order thinking skills, communication & collaboration skills, IT skills, self management, etc.
- To help develop positive values & attitudes: responsibility, respect for diversity & individuality, empathy, identity, justice, sustainability, betterment of humankind.

B. Formulate KEY research questions focusing on PRIORITIZED learning issues for deeper enquiry

*(Refer to "Extension to Step 3.B." on p.23-28 for the SUB-questions to the following key questions)

1. What are the causes & implications of the controversies & dilemmas arising from heritage conservation?
2. How might the different aspects of heritage conservation impact on the quality of life of HK residents?
3. To what extent might heritage conservation help shape the personal development of adolescents and the identity of HK residents?
4. What is the relationship between heritage conservation and the sustainable development of HK?
5. To what extent have the rights and freedoms of different social groups been protected or safeguarded by the rule of law in issues related to heritage conservation?
6. To what extent have the HK government & NGOs taken an active or proactive role in heritage conservation?

C. Decide on methods of enquiry & Design investigation activities

- Students to conduct self-directed issue-enquiry in accordance with PBL procedures
- Group investigation by dividing students into 6 collaborative teams or specialist groups (4 or 5 students in each team / group depending on size of class) , each group is responsible for enquiry into ONE of the key research questions
- Each group will discuss to generate sub-questions for enquiry (p.33-36)
- Students to plan and conduct enquiry collaboratively but autonomously
- Research methods – data collection through media / internet resources, library resources, site / museum visits, personal observation, interviews, questionnaires
- Group discussions, tutorials conducted by every group to design their investigation activities
- Brainstorming by group members helps generate sub-questions & extended concepts & ideas for enquiry

- Mind-mapping to summarize key concepts /ideas & to construct their flow & interconnections
- Debates may be conducted as investigation activities to develop critical thinking & multiple perspectives of issues
- Role plays among group members in assuming different roles help promote critical & creative thinking, also enable students to develop much deeper understanding, empathy and multiple perspectives
- Group critiques & self-evaluation for refinement & improvement of plans and findings
- Teacher to facilitate learning, provide guidance, advice & /or debriefing. Direct instruction only when appropriate & necessary.
- Budgeting for various expenses to ensure economic efficiency (traveling expenses, fees incurred in site/museum visits, materials for presentation etc)

D. Identify learning resources

- Media resources from internet, newspaper, videos & documentaries, magazines, journals, library resources
- Observation, site /museum visits
- Personal life experiences
- Monitoring budget / expenses

E. Divide roles among group members

- Group members to be assigned specific tasks in conducting investigation; to assume specific roles in role playing or debates
- Each group member to record in log book activities conducted, evaluations and personal reflections to facilitate assessment *for* learning

F. Set up time-line

- Strict observation of time constraint for conducting different stages in PBL (6 lessons in all)
- Student enquiry will focus on only 6 key research questions (those listed in item 2)
- Data collected to be ready for processing, organizing & interpreting findings to help draw conclusions in Sessions 3 & 4.

Step 4: Carrying Out the Investigation

Conduct activities or actions according to devised investigation plan

- Collect & record relevant data (field notes, interview records, video-recording etc)
- Monitor & evaluate the progress
- Identify the problems encountered
- Regulate the strategies used
- Refine the plan if necessary

Step 5: Presentation & Evaluation

Analysis, interpretation & presentation

- Analyze the data collected, interpret the findings to draw conclusions
 - Field notes, interview transcripts, video-recording and any other materials collected will be organized and transcribed to identify essential features and relationships.
 - Categories, themes or patterns will be generated.
 - These will be summarized or generalized to find the emerging constructs and to draw conclusions.
 - Writing up the report.
- Group oral presentation of findings complemented by PowerPoint presentation
- Suggest solutions or recommendations
- Teacher to provide quality debriefing

Step 6: Generating New Problems for Further Enquiry

Group Critiques, Evaluations & Self Reflections

- Group/self-evaluation & reflection on process and product
- Generate new problems
- Propose future investigation

Worksheet 1 : Analyzing the Statement: Identifying "Known" & "Unknown" Information –

"Known" – Facts & Opinions

"Unknown" – Assumptions, Questions & Hypotheses

What you know		What you don't know
Fact	Opinion	
1 st paragraph	1 st paragraph	1.
2 nd paragraph	2 nd paragraph	2.
3 rd paragraph	3 rd paragraph	3.
4 th paragraph	4 th paragraph	4.
5 th paragraph	5 th paragraph	5.
6 th paragraph	6 th paragraph	6.
7 th paragraph	7 th paragraph	7.
8 th paragraph	8 th paragraph	8.
9 th paragraph	9 th paragraph	9.

Worksheet 2 : Formulating Assumptions / Hypotheses / Personal Questions & Generating Learning Issues to Fill the Information Gaps

A. What is the key issue/problem?

B. What are the other related learning issues/problems which can be generated?

C. Who are involved in these issues?

D. What areas might be covered by the learning issues generated?

To identify the inter-connectedness of AOSs, as well as connections among modules & themes:

- **Self & Personal development**

- **Society & Culture**

- **Science, Technology & Environment**

Worksheet 3: Constructing a Concept Map to Categorise Learning Issues

Heritage
Conservation

Worksheet 4: Formulating an Investigation Plan

- A. Set goals for investigation

- B. Formulate KEY research questions focusing on PRIORITIZED learning issues for deeper enquiry

- C. Decide on methods of enquiry & Design investigation activities

- D. Identify learning resources

- E. Divide roles among group members

- F. Set up time-line

* Extension to Step 3.B:

(Please refer to worksheet 4)

NB: All questions are supposed to be self-generated by the students. The followings are for demonstration purposes only.

Formulate SUB- Questions to the 6 Key Research Questions to assist Enquiry & investigation

1. What are the causes & implications of the controversies & dilemmas arising from heritage conservation?
 - i. What are the possible causes that triggered all the controversies & campaigns?
 - ii. Why do dilemmas arise between heritage conservation and urban redevelopment/renewal?
 - iii. What is the relationship between culture, heritage and tourism? How might demolition of heritage impact on tourism?
 - iv. What is meant by “collective memory”? Why is it needed by HK people?
 - v. What is the influence imparted by the media?
 - vi. Why are the controversies seen as “a tip of the iceberg for fundamental social transformation”?
 - vii. Why are there different views and opinions among the contending parties / groups? Between each group and the government? Even among experts themselves?
 - viii. In what ways have the responses of bureaucrats intensified conflicts / or helped solve conservation problems?
 - ix. Why might URA’s redevelopment plans polarize even residents within the same community? E.g. Scenarios of protests in Wedding Cards Street?
 - x. Have conflicts threatened social harmony / cohesion?
 - xi. Why is heritage valuable & should be preserved? What are the different dimensions of cultural heritage?
 - xii. How might “historical value” be defined by different people? Such as by historians, architects, conservationists, government officials and ordinary citizens?
 - xiii. To what extent are the impacts of social beliefs, traditions and ideas of culture, science & technology reflected in the architecture of heritage buildings?

2. How might the different aspects of heritage conservation impact on the “quality of life” of Hong Kong residents?
 - i. What is implied by the “quality of life” & how is the “quality of life” of HK residents measured?
 - ii. Would valuations differ according to different configurations among different people? Why?
 - iii. What are the economic & global impacts of heritage conservation on our quality of life? What are the economic benefits and opportunity costs of heritage conservation? On tourism? On the local property market? On HK’s global image & its impact on foreign investment?
 - iv. What are its socio-cultural impacts in the light of cultural value, educational value, historical value, strengthening collective memory, instilling a sense of belonging, shaping of identity & developing citizenship?
 - v. What are its environmental impacts? In what ways might heritage conservation prevent worsening of “walled effect”, air pollution, waste problem (construction debris) & traffic congestion? Helps in reducing risks of respiratory illnesses & spread of infectious diseases?
 - vi. What are its political impacts? How might heritage conservation help promote public awareness & participation in community affairs? In elections? In improving attitudes of bureaucrats? In awakening the government the importance of heritage conservation & hence to allocate more resources to such purposes?
 - vii. In what ways might positive values and attitudes developed among students / citizens help contribute to enhanced quality of life? Such as respect for quality, diversity, sensitivity, rationality, care and concern, identity and citizenship?

3. To what extent might heritage conservation help shape the identity of Hong Kong residents and the personal development of adolescents?
- i. What kind(s) of identity are we referring to in the context of HK's post-colonial, pluralistic society? Is there a diversity of identities?
 - ii. What are the qualities implicit in heritage that might contribute to defining HK people's identity?
 - iii. What is the relationship between heritage and collective memory? What memory?
 - iv. How might Hong Kong residents' identities be shaped as global citizens? Is there any rivalry between local / cultural identity and multiplicity in identity?
 - v. How do different people respond to issues of demolition or preservation of heritage? How do young people express or cope with their emotions over such instances?
 - vi. What are the different styles of interpersonal communication exhibited in these issues and their impacts? Promoted open-mindedness? Improved interpersonal relationships or threatened social cohesion / harmony? Enhanced direct communication / dialogue between people & government?
 - vii. How are adolescents' identities developed in roles embedded within different relationships?
 - viii. What motivates HK adolescents to participate in community affairs?
 - ix. Why are different life skills and social skills important for adolescents in preparing themselves to cope effectively with challenges of sudden major changes or peer pressure?
 - x. Could participation in different ways serve as valuable opportunities in enriching adolescents' life experiences?
 - xi. What are the related positive values & attitudes which could be developed? Sense of belonging, plurality, open-mindedness, respect for diversity?

4. What is the relationship between heritage conservation and the sustainable development of Hong Kong?
 - i. What is the meaning and understanding regarding the principle of sustainable development?
 - ii. Is “sustainable development” achievable with balanced & diversified developments among the economic, social & environmental perspectives? Any other contributing factors? Where does heritage conservation come in?
 - iii. Are heritage conservation and urban renewal compatible? Would balanced developments in these two aspects help contribute to sustainable development of HK?
 - iv. Has government policy in respect of heritage conservation reflected adequate awareness of its important role in contributing to sustainable development of HK? Policies in the light of government’s concepts of planning & managing uses of scarce resources such as historic sites and buildings?
 - v. To what extent is *Progressive Development* advocated by the Chief Executive in his 2007 Policy Address contributive to promoting sustainable conservation & revitalization of heritage, the adaptive reuse of heritage, local culture such as Cantonese Opera & creative industries including local films, TV, tourism etc?
 - vi. How might we achieve a balance between personal quality of life, economic and social developments and environmental conservation?
 - vii. How might development in science & technology impact on the sustainability of heritage?
 - viii. Have NGOs helped contribute towards heritage conservation & sustainable development of HK? How?
 - ix. What is the role of the media in all these?

5. To what extent have the rights and responsibilities of different social groups been protected or safeguarded by the rule of law in issues related to heritage conservation?
 - i. In what ways does the rule of law protect & safeguard rights and freedoms of individuals when engaged in radical protests, demonstrations or legal negotiations in cases related to heritage conservation? Urban renewal?
 - ii. In what ways does the rule of law promote the observance of responsibilities among different interest groups?
 - iii. To what extent has the rule of law been challenged in issues related to heritage conservation?
 - iv. Has “fairness & equity” been upheld in court rulings / decisions in related cases?
 - v. Has the law been biased towards the government in allowing the demolition of Star Ferry clock tower & Queen’s Pier to take place despite strong opposition from various social groups?
 - vi. How does the government respond to the demands of different social groups? (In terms of swiftness, balanced evaluations of different interests, validity and effectiveness...)
 - vii. What is the impact of the responses in safeguarding the rule of law and on the promotion of socio-political participation among HK residents? In reinforcing people’s quest for democracy & universal suffrage?
 - viii. Has the media performed responsibly in reporting or disseminating information regarding these issues? What is its role in shaping public opinion & hence affecting behaviours of people?
 - ix. Which are the related positive values & attitudes aimed to be developed? Respect for rule of law, participation, human rights & responsibilities, democracy, justice?

6. To what extent have the HK government & NGOs taken an active or proactive role in heritage conservation?
 - i. Has government policy reflected adequate awareness of the importance of heritage conservation?
 - ii. Would you reckon the government as having taken an active or proactive role in heritage conservation?
 - iii. What are the roles of the government in heritage conservation and in urban redevelopment? Why are these roles sometimes incompatible with one another? What problems might be created as a result of incompatibility among roles?
 - iv. To what extent might the government be held responsible for the controversies / conflicts / dilemmas that have arisen?
 - v. To what extent have NGOs contributed to or helped in resolving conflicts? Which are some of the active ones in HK? Have they performed a proactive role in heritage conservation?
 - vi. Chief Executive's *Progressive Development* in Policy Address 2007 is a pledge to achieve "win-win" solution, to conserve & revitalize heritage & initiate Private Partnership Scheme, to promote & revitalize intangible cultural heritage such as Chinese medicine & Cantonese Opera. How might these be achieved?
 - vii. What are some of the potential obstacles to achieving a "win-win" solution? Would such obstacles include considerations such as cost-benefit evaluation, mobilization of resources, technological level, social cohesion, perceptions of social justice, valuation of conservation vary according to different configurations of people/ social strata/ interest groups, etc?
 - viii. How would you compare the effectiveness of HK government's conservation policy with those elsewhere? Such as Singapore & China?

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http://www.rthk.org.hk/channel/tv/tvarchivecatalog/main_borrow.htm)

Reference Reading Materials

Reading Material 1 (Chinese Only):

SCMP 2008-10-16

By Olga Wong and Vivienne Chow

Historic sites earmarked for wine and creativity

The wine trade and creative industries will be offered the chance to revitalise two historic sites - the Haw Par Mansion in Tai Hang and the former police quarters in Central where remains of one of the city's first schools have been discovered.

The mansion, retained when the Tiger Balm Garden - one of Hong Kong's first theme parks - was demolished for the Cheung Kong (Holdings) luxury property development, The Legend, could be adapted for uses associated with the wine trade, Chief Executive Donald Tsang Yam-kuen said in his policy address.

He said the trade had been looking for a location for wine shops and wholesalers, storage, a museum, bars and restaurants and somewhere to stage auctions and wine appreciation classes and run a wine school.

While so far only non-profit organisations had been invited to revitalise historic buildings, some heritage sites were suitable for commercial use, he said. To test market and community reaction, the government planned to designate the mansion for commercial use.

The mansion, built in 1935 in the Chinese Renaissance style as a residence for Aw Boon Haw, founder of the Tiger Balm medicine business, is a grade II historic building. A government source said wine trading was just one of the potential uses for the mansion. Meanwhile, the former police quarters in Aberdeen Street where parts of the foundations of Central School have been unearthed, will be permanently withdrawn from sale for redevelopment and designated for educational and creative industry use. A government source said it had not been decided whether the quarters would be demolished.

As well as proposing the site be used by the creative industries, Mr Tsang announced the setting up of a creative industry office to co-ordinate the work of departments to develop relevant skills.

The office would "consider providing more effective support for our creative industries through integration of resources". It is expected to open next spring.

Lee Ho-yin, director of the University of Hong Kong's architectural conservation programme, worried that the Haw Par Mansion would become an exclusive place for wine-lovers. He said whichever company took it over should be asked to open it to the public at least once a week.

Dr Lee said turning the Central School site into a base for creative industries would protect it from dense development. But he urged the government not to demolish the quarters, built in the Bauhaus style.

Meanwhile, the government will help fund the private Hong Kong Maritime Museum's relocation to Pier 8 in Central, where a bigger display could be housed.

The museum's lease at Murray House in Stanley runs out in 2010.

《文匯報》10月3日頁 A13。

衙前圍村變身 保留三寶

【本報訊】（記者 羅敬文、譚靜雯）市區重建局通過動用 12.4 億元，把黃大仙衙前圍村重建成為園林式保育公園，保留天后宮、門樓、「慶有餘」牌匾等圍村三寶，以及街巷佈局。市建局計劃與擁有 7 成業權的長實集團合作發展，在地盤南北邊緣發展離地 15 米的架空式住宅建築，減少佔用圍村用地，使保育公園至少有 60% 土地可「無遮無擋」。

前土地發展公司於 1998 年宣布會重建衙前圍村，自市建局接手多年後，昨日宣布以「保育為本、新舊交融」的意念來重建有 600 年歷史的衙前圍村，並即時派員進行住戶狀況調查。市建局提出將衙前圍村發展成園林式保育公園，保留圍村的中軸線，以及具歷史價值的圍村三寶。

保留 8 村屋 發展保育地

衙前圍村內只有不到 12% 仍保留原有的建築面貌，市建局提出會沿圍村的中軸線保留 8 間完整的村屋，兩旁會發展成保育公園，以展示發掘在圍村東北處發現圍牆遺蹟，而修葺後的村屋或會用作講解圍村歷史和售賣紀念品。至於住宅發展會遷離圍村的中心，將處於南北兩面的地界邊緣，料可容納約 500 戶家庭。

市建局主席張震遠表示，住宅發展分布在地盤邊緣，兩旁樓宇間的距離不會少於 120 呎（約 40 米），住宅大廈底層會離地 45 呎（約 15 米），使保育公園最少有 60% 土地可看到天空。

發展商反應正面 有信心達協議

統籌衙前圍村設計的中文大學建築系教授林雲峰昨在立法會稱，會與地政總署和規劃署研究把住宅的地盤向外移，使保育公園更開揚。

因應地產商長實集團擁有衙前圍村的 70% 業權，市建局計劃與長實合作。市建局行政總監林中麟形容對方反應正面，進展良好，並有信心短期內可達成公平合作的協議，又強調有小組委員會監察與地產商談判的過程。他說，若最終談判不成功，不排除向政府申請動用土地收回條例，強制收回業權。

發展局局長林鄭月娥表示，衙前圍村建築物相當破落殘舊，應及早改善居民的生活環境，衙前圍村這項目尚待補償的數目是相當少，相信不會為市建局帶來不可承擔的財政後果。不過，民建聯立法會議員蔡素玉擔心園林式的保育公園會成為新建豪宅的平台樓閣，工聯會立法會議員陳婉嫻擔心住宅建築群會遮蓋保育公園。

村長：居民盼盡快安置

另一方面，衙前圍村村長吳志榮表示，居民都期望盡快重建獲安置：「這裡的居住環境，可以說是非常惡劣，居民普遍都希望可以盡快重建，盡快得到安置。」在圍村 60 多年的邱伯期待能盡快搬遷，認為至少可改善每逢下雨便漏水的問題。另一個租戶紅姑形容圍村殘破，形容「屋又唔似屋，村又唔似村，早就應該重建。」

《星島日報》2月9日頁A2

舊大澳警署變身精品酒店

首批納入活化歷史建築夥伴計畫的七幢歷史建築物，「中標」資格花落誰家即將揭盅。據悉，評審結果爭議性較大的，是位於大嶼山的舊大澳警署，評審委員會已決定，將該幢三級歷史建築物的活化工作，交予信和集團成立的「香港歷史文物保育建設公司」活化成「精品酒店」。消息指「中標」機構雖是非牟利性質，但由於具有發展商背景，當局關注評審結果會否引起爭議。

始建於一九〇二年的舊大澳警署，位於大嶼山大澳石仔𦐇街，是首批納入活化歷史建築夥伴計畫的七幢歷史建築物中，接獲最少活化申請建議的古剎。活化歷史建築諮詢委員早前從五份申請書中，篩選出由信和集團成立的「香港歷史文物保育建設公司」和基督教女青年會所提交的申請，作第二階段評審，兩者同以「精品酒店」作為活化主題。

信和中標當局關注爭議

消息指，經過最後評審後，委員會認為「香港歷史文物保育建設公司」的整體建議較佳，決定交由該機構負責活化再利用舊大澳警署；不過，當局亦顧慮到提供夥伴計畫的原意，是讓具有慈善團體身分的非牟利團體可以參與活化歷史建築物，擔心由擁有發展商背景的非牟利機構「中標」，結果會受到爭議。

據知，「香港歷史文物保育建設公司」除了建議把舊大澳警署改建成精品酒店，另會在大澳建圖書館、博物館，推廣文物生態導賞團及美食博覽會等，又計畫在當地舉行文化、藝術展覽，酒店則不定期舉行居民聯誼會，並為大澳居民提供各種培訓項目。

信和集團發言人表示，現階段不便作出任何回應，需要等候政府作出公布。但他強調，「香港歷史文物保育建設公司」屬非牟利團體，與信和集團分屬兩家公司，該團體日後若然有任何盈利，也會投放回社區。

女青研合作發展大澳

基督教女青年會企業發展總監陳志剛則表示，早前向當局提交更詳細的技術和財務資料後，當局再未有就計畫與機構聯繫，目前在等候評審結果。他坦言，「對手」是財雄勢大的發展商，財力和管理酒店的經驗均較優勝，亦不怕「蝕住做」，但認為女青年會勝在已於大澳扎根三十年。

他表示，由於機構對大澳有深厚感情，即使未能「中標」，也會密切監察發展商的活化工作，甚至不排除與發展商商討，研究日後是否有合作空間，結合兩者優勢發展大澳，但承認「主動權」會在發展商手上，「現時商界與非牟利團體的合作已很密切，兩者並不一定會互相排斥。」

資料來源：〈舊大澳警署變身精品酒店〉(2009)《星島日報》，2月9日，頁A2。
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~ THE END ~