



DOCTOR OF EDUCATION, *honoris causa*
榮譽教育學博士學位

傑出教育家帶領教育跨越學術研習

狄恆神父

狄恆神父一生致力教育事業，過去五十年以無私愛心，努力培育年青一代，他的眾多學生早已在社會不同範疇，擔當重要角色。

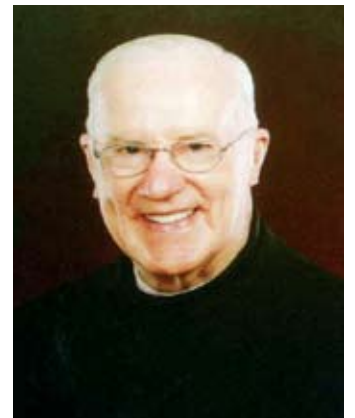
狄恆神父的教育事業始於華仁書院，他先後於香港及九龍華仁書院擔任教師、校長及校監等多個職務。在華仁書院任職期間，狄恆神父積極實踐耶穌會的教學理念，並推動多項教學計劃。時至今日，兩所華仁書院都已成為香港的優秀學校。

狄恆神父亦積極參與高等教育工作。一九七零至一九七八年間，他在香港大學利瑪竇宿舍擔任舍監，並於一九八五至一九九四年擔任該校校董。

狄恆神父對教育的貢獻跨越地域界限。他於一九九二年出任耶穌會東亞及大洋洲教育會議助理秘書長，在其後四年於日本、南韓、菲律賓、印尼、泰國、馬來西亞、新加坡、毛里裘斯及愛爾蘭等地，推動職員發展計劃。

狄恆神父熱心社會服務，深受各界人士的尊崇。他曾參與的教育及社會服務機構及職務包括：上訴委員會（教育事宜）主席（1982 - 1987）、愛滋病顧問局成員（1990 - 1993；1996 - 1998）、香港愛滋病基金會副主席及董事局成員（1991 - 1995）、醫護人員與愛滋病病毒感染專家小組主席（1994 - 2003）、天主教教育事務委員會會員（1980 - 1986；1993 - 2008）、香港天主教修會學校聯會主席（1980 - 1986）、補助學校議會副主席（1978 - 1992），以及自一九七一年起擔任香港公教婚姻輔導會執行委員會會員等。

狄恆神父認為教育應超越課堂上的學術研習。他聯同宗教團體領袖及學校校長，促請政府加強德育發展，並於一九八一年促成政府發表《學校德育指引》。一九九七年，狄恆神父集合教育工作者、校長及教師，成立香港國際教賢學院，在學校推廣正面的觀念及全人教育。





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LEGEND TAKES EDUCATION BEYOND ACADEMIC LEARNING

The Reverend Father Alfred J. Deignan S.J.

Father Deignan has contributed his effort and love to the nurturing of young people for more than 50 years, and many of his students now play key roles in all walks of life.

Father Deignan began his education service at Wah Yan College, in which he served both Hong Kong and Kowloon schools in a number of capacities, including teacher, principal and supervisor. During his long service at Wah Yan College, Father Deignan put into practice the pedagogical principles of the Society of Jesus, introduced various education programmes, and made both schools two of the most respected ones in Hong Kong.

Father Deignan has also contributed to tertiary education. He served as the warden of Ricci Hall at the University of Hong Kong (HKU) from 1970 to 1978. He was also a member of the University Court at HKU from 1985 to 1994.

His dedication to education goes beyond Hong Kong. In 1992, Father Deignan took up the role of Assistant Secretary for Jesuit Education in East Asia Oceania and conducted programmes for staff development in Japan, Korea, Philippines, Indonesia, Thailand, Malaysia, Singapore, Mauritius and Ireland in the following four years.

Father Deignan has been actively participated in social and community service and has won the respect of society. His service on education and community service bodies included being Chairman of the Appeals Board (Education) (1982 - 1987), member of Advisory Council on AIDS (1990 - 1993; 1996 - 1998), member of Executive Board and Vice-Chairman of the Hong Kong AIDS Foundation (1991 - 1995), Chairman of the Expert Panel for HIV Infected Health Care Workers (1994 - 2003), member of the Catholic Board of Education (1980 - 1986; 1993 - 2008), Chairman of the Religious Schools Council (1980 - 1986), Vice-Chairman of the Grant Schools Council (1978 - 1992), and member of the Executive and Management Committees of the Catholics Marriage Advisory Council since 1971.

Father Deignan believes education goes beyond academic learning in the classroom. He cooperated with leaders of religious bodies and school principals to urge the government to revitalise moral education, resulting in the release of the official "*Guidelines on Moral Education*" in 1981. In 1997 he gathered educators, school principals and teachers to start the Hong Kong International Institute of Educational Leadership. Since then the group has been promoting the development of the whole person, and in particular the learning of positive values, in schools.



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語言學大師推動語言研究 強調社會應用功能

韓禮德教授

韓禮德教授是著名的語言學家，他研創的系統功能語言學 (Systemic Functional Linguistics) 對世界語言研究發展的影響甚巨。韓禮德教授的研究強調語言的社會功能，指出語言不能與語意分割，同時提倡融合多元文化及價值的跨學科研究。

韓禮德教授於英國出生，在第二次世界大戰參軍時因接受軍事情報訓練，學習中文，其後前往中國北京大學及嶺南大學進修。在一九五四年，他返回英國劍橋大學繼續進修，並取得博士學位。在劍橋大學及愛丁堡大學任教數年後，韓禮德教授獲聘為倫敦大學學院的首位語言學系主任，並在六十年代領導Nuffield學校議會有關語言及英語教學的課程。韓禮德教授其後離開倫敦大學學院，並於美國及肯尼亞擔任訪問學者。他於一九七六年前往澳洲，成為悉尼大學語言學系創系教授，並在悉尼任教至一九八七年退休。



自退休以來，韓禮德教授曾於新加坡、英國、日本及香港等地擔任訪問學者，包括於一九九三年和二零零三至零四年間擔任香港大學的訪問教授，以及於二零零一年及二零零五年在香港城市大學出任訪問教授。

韓禮德教授的著作範疇廣泛，包括教育、計算機及社會語言學，中國語文的語調理論及教學、語體和有關科學的論述，以及原始母語和兒童母語的發展等。他於二零零一至二零零七年間共出版十冊文集，並透過北京大學出版社於國內發行。

韓禮德教授於一九七八年獲美國專業語言學家協會 Linguistic Society of America 頒發終身榮譽會員。他亦分別於一九八一年獲美國英語教師協會 National Council of Teachers of English 頒授 David H. Russell Award for Distinguished Research in the Teaching of English 卓越英語教學研究榮譽，及二零零二年國際應用語言學協會 International Association of Applied Linguistics 頒發金獎榮譽。



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PROMINENT LINGUIST PUTS LINGUISTIC RESEARCH IN SOCIAL CONTEXT

Professor Michael Alexander Kirkwood Halliday

Professor Halliday is a prominent linguist who has developed an internationally influential grammar model, Systemic-Functional Linguistics (SFL), which examines how language functions in a social context. His work has stressed the point that language cannot be disassociated from meaning, and has sparked considerable interdisciplinary study that incorporates the values and diversity of multicultural societies.

Professor Halliday was born and raised in England. While serving in the army during World War II he was taught Chinese for military intelligence purposes. He went on to study linguistics in China at Peking University and Lingnan University, returning to take his Ph.D. degree at Cambridge in 1954.

After teaching at Cambridge and Edinburgh he was appointed to the first Chair of General Linguistics at University College London, where during the 1960s he directed the Nuffield / Schools Council Programme in Linguistics and English Teaching. He then left University College London to take up visiting appointments in the U.S.A and in Kenya. In 1976 he moved to Australia as Foundation Professor of Linguistics at the University of Sydney, Australia, where he remained until he retired in 1987.

Since retirement he has held visiting appointments in Singapore, the UK, Japan and Hong Kong, including Visiting Professor at University of Hong Kong (1993, 2003 - 2004), Visiting Professor at City University of Hong Kong (2001, 2005).

Professor Halliday has published widely in educational, computational and sociological linguistics, in Chinese language, the theory and teaching of intonation, stylistics, the discourse of science, and in the development of protolanguage and mother tongue in children. His Collected Works were published in ten volumes in 2001-2007, and have now appeared in China under the imprint of Peking University Press.

Professor Halliday was named as an Honorary Life Member by Linguistic Society of America in 1978. He was also honoured with the David H. Russell Award for Distinguished Research in the Teaching of English by the National Council of Teachers of English in the U.S.A. in 1981 and the Gold Medal of the International Association of Applied Linguistics in 2002.

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卓越女教育家促進國內德育發展

魯潔教授

魯潔教授是中國著名的女教育家，對國家在德育及教育學原理方面的教學及研究，貢獻良多。

魯教授於一九四七年就讀南京金陵女子文理學院，一九五三年畢業於南京師範學院（後改名為南京師範大學），並於一九五七年畢業於上海復旦大學研究生班。

魯教授於南京師範大學展開其學術事業，曾任教育系助教、講師、副教授、教授、教育系系主任，以及教育科學研究所所長等職務。魯教授現任南京師範大學教育科學學院教授及名譽院長，兼任全國教育科學規劃領導小組德育學科組組長。

魯教授長期致力於中國德育的重建及發展，為中國德育系統的建立作出重要貢獻。她編寫了多本得獎教材，包括《教育學》、《教育社會學》及《德育新論》等，並曾獲全國普通高校優秀教材一等獎、全國高校人文社會科學優秀成果一等獎等獎項。

魯教授對國家教育的貢獻備受尊崇，曾獲頒多項國家級及省級的獎項，包括於一九八八年被評為國家級有突出貢獻中青年專家、江蘇省勞動模範，一九九二年被評為江蘇省優秀研究生導師，一九九三年被評為江蘇省優秀學科帶頭人，同年獲曾憲梓全國高等師範院校教師獎一等獎，以及於一九九五年獲國務院授予「全國先進工作者」稱號。





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OUTSTANDING WOMAN EDUCATOR PROMOTES MORAL EDUCATION IN CHINA

Professor Lu Jie

Professor Lu is a renowned woman educator in China with remarkable contributions to the country's teaching and research development in the areas of moral education and principle of pedagogy.

Professor Lu joined Jinling College For Women in 1947, and eventually graduated from the Nanjing Normal University (as the College was later renamed) in early childhood education in 1953. She then continued her study at Fudan University, Shanghai, and obtained a post-graduate degree in 1957.

Professor Lu has spent her entire academic career at Nanjing Normal University, beginning as an education assistant instructor and rising to lecturer, associate professor, professor of education, head of the department of education and later head of the institute of educational research. Professor Lu is currently Professor and Dean Emeritus of the Faculty of Education at Nanjing Normal University. She is also the director of the Moral Education Academic Committee of China National Education Academic Association.

For a long time Professor Lu has been committed to the rehabilitation and reconstruction of moral education in China and she has made a profound contribution to the establishment of a moral education system there. She wrote a number of prize-winning textbooks, which are widely used in normal universities. They include: *"The Study of Education (Jiaoyuxue)"*, *"The Sociology of Education (Jiaoyu Shehuixue)"* and *"A New Theory of Moral Education (Deyu Xinlun)"*, respectively winning first-class awards in the National Award for Outstanding Regular High School Textbooks and the National Award for Outstanding Achievements in Human and Social Sciences.

In recognition of her dedication and contribution to education in the country, Professor Lu was honoured as one of the Country's Young and Middle-Aged Experts with Outstanding Contributions in 1988 and a Labour Model of the Jiangsu Province. In 1992, she was further named as an Outstanding Tutor in Postgraduate Studies of the Jiangsu Province. In 1993, she won the Jiangsu Province's Outstanding School Subject Pioneers Award. She was also a first-class award winner of the Tsang Hin Chi Teachers' Award for China's Normal Universities in the same year. In 1995, China's State Council honoured Professor Lu with the title of National Pioneer.



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教育現象學先驅 力推個人化教學

范梅南教授

范梅南教授為國際著名教育家，學術研究範疇廣泛，包括課程學、教學法、詮釋現象學、教師教育的教授法，以及人文科學的研究方法等。他以現象學的研究方法，探討人類感知和經驗，為教育研究提供了在「客觀」實驗方法以外的另一重要視角。

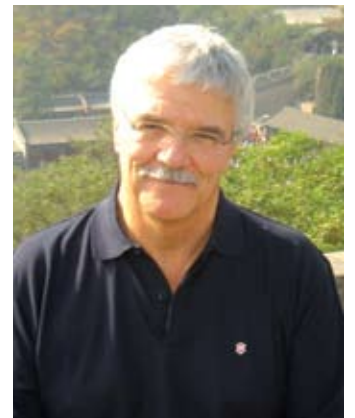
過去三十年，范梅南教授就教學法及現象學研究方法進行研究及發表文章。其研究興趣範疇還包括：專業實踐的認識論、寫作現象學、兒童生活隱私的意義及重要性、認同的教學法、健康及患病身體狀態，以及有關親密接觸、內心秘密和獨自網上寫作的體驗與教學的關係。

范梅南教授認為，透切了解教學法是有效教學及合乎道德施教的基本條件。在深受教師及家長歡迎的著作《教學的情調》和《教學機智 - 教育智慧的意蘊》中，他闡述教育工作者在培育下一代時，應如何關注及照顧學童的獨特性，揭示一般教材較少觸及的範疇。

范梅南教授現於加拿大阿爾伯特大學 (University of Alberta) 教授質性研究方法及教學法。他亦定期舉行講座，就現象學的人文科學研究方法、教學法，以及與現象學相關的專業教學議題，發表演講。

范梅南教授曾於歐洲、澳洲、新西蘭、香港及國內講學及擔任客座教授，並曾協助中國中央教育科學研究所，成立教育現象學及教師發展的國際研究中心。

其卓越的學術研究獲多個國際獎項，包括獲加拿大教育研究學會頒授的教育研究傑出國際成就獎、美國教育研究學會授予的課程研究終身成就獎，以及加拿大阿爾伯特大學頒授的卓越研究獎項高丁·卡普蘭獎和 Killam Annual Professorship 榮譽。





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RENOWNED SCHOLAR EMPHASISES UNIQUENESS IN TEACHING

Professor Max van Manen

Professor van Manen is a leading scholar in the fields of curriculum studies, pedagogy, hermeneutic phenomenology, teacher education, and human science research methods. He has had a profound impact on the conduct of educational research with his work on phenomenological research in understanding human perception and experience, which is considered to provide a major alternative to the “objectivistic” experimental approach to education.

For more than 30 years, Professor van Manen has written on pedagogy and phenomenology methodology. His research interests include the epistemology of professional practice, the phenomenology of writing, the meaning and significance of secrets in children’s lives, the pedagogy of recognition, the body in illness and health, and the experience of intimacy, interiority, and privacy in online writing and pedagogical relations.

Professor van Manen believes that pedagogical thoughtfulness is the condition for effective teaching and for ethical or moral practice. In his popular books for parents and teachers, *“The Tone of Teaching”* and *“The Tact of Teaching: The Meaning of Pedagogical Thoughtfulness”*, he unveils how educators nurture children with caring attentiveness to the uniqueness of each child, an orientation that is not normally found in teaching texts.

Professor van Manen currently teaches courses in qualitative research methods and pedagogy at the University of Alberta, Canada. He regularly speaks and conducts workshops on phenomenological human science research methods, pedagogy, and related topics of the phenomenology of professional practice.

Professor van Manen has been visiting professor and taught at several universities in Europe, Australia, New Zealand, Hong Kong and China. He also helped establish the collaborative International Research Center for Phenomenological Pedagogy and Teacher Education at the China National Institute for Educational Research in Beijing, China.

The exceptional quality of Professor van Manen’s research has been recognised by prestigious awards, including the Award for Outstanding International Accomplishments in Research in Pedagogy from the Canadian Association for Curriculum Studies, the Lifetime Achievement Award offered by the American Educational Research Association, and the J Gordin Kaplan Award for Excellence in Research and the Killam Annual Professorship by the University of Alberta.