

社交媒體對價值觀教育影響的初探

香港都會大學

新生命教育協會呂郭碧鳳中學

陳詠倫 博士

張豐 校長

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Bonding Online Social Networking

- ▶ Bonding social capital refers to the resources embedded in inward-looking social circles, for example, for sharing of homogeneous views or feelings.

▶ (Putnam, 2000)

Bridging Online Social Networking

- ▶ Bridging social capital represents the resources embedded in outward-looking social networks; for example, for acquiring heterogeneous ideas or sentiments.

▶ (Putnam, 2000)

Impacts of bonding and bridging social networking

- ▶ The possession of bonding social networking, which means having more friends with similar backgrounds, would lead to more **negative attitudes** towards migrant workers.
- ▶ The possession of bridging social capital, which refers to having more different types of friends, would lead to more **positive attitudes** towards the minority groups, and induce **higher acceptability** (including “tolerance” and “willingness to welcome”) on the migrants.

▶ Diop et al. (2017)

研究方法

Bonding Scale

- ▶ There are several people online I trust to help solve my problems.
- ▶ **There is someone online I can turn to for advice about making very important decisions.**
- ▶ There is no one online that I feel comfortable talking to about intimate personal problems (reversed).
- ▶ **When I feel lonely, there are several people online I can talk to.**
- ▶ The people I interact with online would put their reputation on the line for me.
- ▶ The people I interact with online would be good referrers for me (revised).
- ▶ **I do not know people online well enough to get them to do anything important (reversed).**
- ▶ The people I interact with online would help me fight an injustice.

The original subscale is “good job references”. In consideration of the secondary school students being research targets, it is replaced with good referrers”.

Bridging Scale

- ▶ Interacting with people online makes me interested in what people unlike me are thinking.
- ▶ Interacting with people online makes me want to try new things.
- ▶ Talking with people online makes me curious about other places in the world.
- ▶ Interacting with people online makes me feel like part of a larger community.
- ▶ Interacting with people online reminds me that everyone in the world is connected.
- ▶ I am willing to spend time to support general online community activities.
- ▶ Interacting with people online gives me new people to talk to.
- ▶ Online, I come in contact with new people all the time.

Data Collection

- ▶ In-depth Individual interview, using scenario-based questions
- ▶ The non-probability convenience sampling
- ▶ Principal investigator will use personal network with the school teachers and principals from 3 different secondary schools
- ▶ 15 students from each school (i.e. adding up to a total of 45 students)
- ▶ All interviewees aged between 15 and 18

Values Education in Hong Kong

- ▶ Priority values and attitudes outlined in the new Values Education Curriculum:
- ▶ 1) *perseverance*;
- ▶ 2) *respect for others*;
- ▶ 3) *responsibility*;
- ▶ 4) *national identity*;
- ▶ 5) *commitment*;
- ▶ 6) *integrity*;
- ▶ 7) *care for others*;
- ▶ 8) *law-abidingness*;
- ▶ 9) *empathy*; and
- ▶ 10) *diligence*.

香港價值觀教育

- ▶ 學校可培育學生十種首要的價值觀和態度（於2021年11月更新）：
 - ▶ 1) 「堅毅」
 - ▶ 2) 「尊重他人」
 - ▶ 3) 「責任感」
 - ▶ 4) 「國民身份認同」
 - ▶ 5) 「承擔精神」
 - ▶ 6) 「誠信」
 - ▶ 7) 「關愛」
 - ▶ 8) 「守法」
 - ▶ 9) 「同理心」
 - ▶ 10) 「勤勞」

初步研究發現

Preliminary Findings

To the Scenario-based Questions

- ▶ Scenario 1
- ▶ (3 responsibility; 5 commitment; 7 care for others)
- ▶
- ▶ What is your idol or the most favourite singer or movie star? What aspect of your idol do you appreciate most?
- ▶ Imagine that one day when your idol needs his/her fans to show support in a public event, and for you, it is also sort of an unmissable chance to see your idol in person; however, you suddenly recalls that one month earlier, you've enrolled in school voluntary service and planned to pay a visit to an elderly care centre on that day! What would you do?

Preliminary Findings

To the Scenario-based Questions

- ▶ The students with **heavy bonding** social networking on social media:
- ▶ “I will certainly choose to go to see my beloved singer, because visiting the elderly can be re-arranged on another date....”
- ▶ “Even I don’t show up, there are still some other classmates who will go to visit the elderly...”
- ▶ Sometimes the elderly might not love to be disturbed by our visiting...”

Preliminary Findings

To the Scenario-based Questions

- ▶ Scenario 2
- ▶ (2 respect for others)

- ▶ When will you take the DSE?
- ▶ Imagine that in your “DSE” year, a student with visual impairment has joined your class, and all of your teachers have to take very good care of this student and accommodate various needs of a visual-impairment person so that the teaching progress slows down significantly. As one member of this class, how would you think about it? Do you agree with such class arrangement?

Preliminary Findings To the Scenario-based Questions

- ▶ The students with **heavy bridging** social networking on social media:
- ▶ “I am more than willing to help in such case, and see whether I can line up some more classmates to form a study group to help this classmate with visual impairment...”
- ▶ “I definitely won’t blame the teacher or school’s arrangement, because when we enter into workplace after graduation, we will probably face the similar situation one day, and we must do something to help...”

Preliminary Findings

- ▶ Inward-looking online interactions would promote an exchange of unitary opinions, thus easily leading to negative comments about otherness.
- ▶ On the other hand, the outward-looking online interactions are found to be tended to provide the young students with connections among people with different backgrounds, which would facilitate a moderation of negative sentiments, thus resulting in a relatively more balanced views on otherness, and more importantly, acceptance of certain positive values.
- ▶ Overall, it is found that the bridging online social networking are more conducive to the acceptance of the priority values and attitudes in our values education than the bonding online interactions.



NLSI Lui Kwok Pat Fong College

School Motto:
Jesus Christ is the Master of New Life

Principal: Mr Cheung Fung

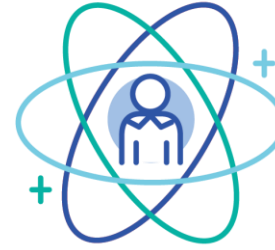


Major Concerns for 2021-2024

Major Concern 1



Self-directed learning



Whole-person development



Christian belief



Growth mindset

Major Concern 2



Major Concern 1



Aim high



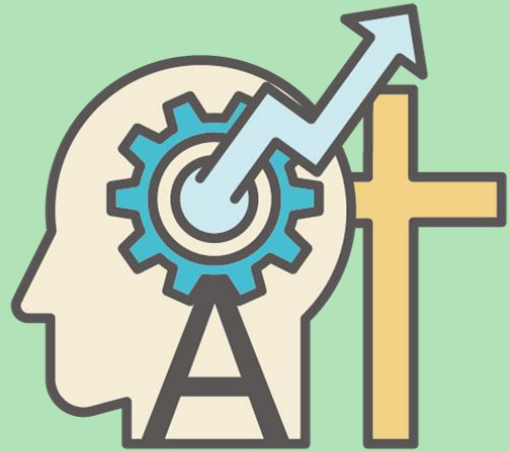
**Boost your
knowledge**



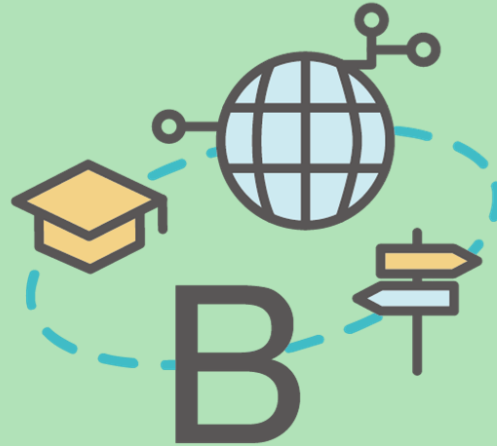
**Cultivate a vibrant
learning community**



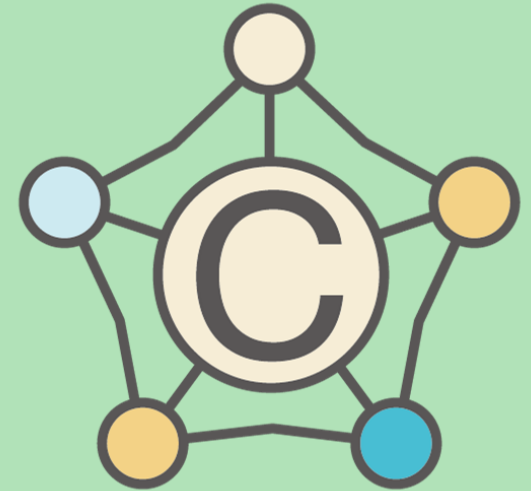
Major Concern 2



Aspire



**Broaden the
horizons**



Connect



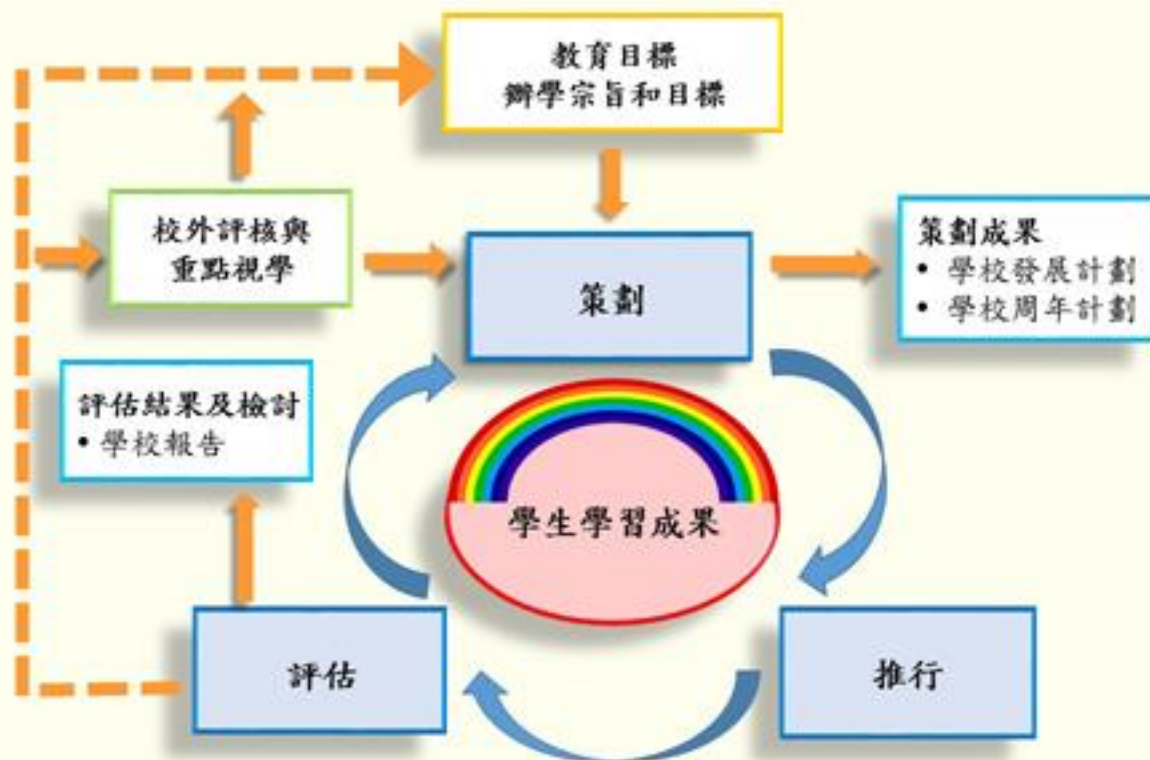


Social Media vs Values Education

- ▶ Curriculum (e.g. Media Ethics, Life & Society)
- ▶ Informal curriculum (Moral & Civic Education)
- ▶ University Experts (Academic Research / Programme Evaluation)
- ▶ Social work Experts (Programme collaboration / QEF)



優化學校發展與問責架構





Thank you!

