



香港教育大學

The Education University
of Hong Kong

Seminar for Dean's Research Prize in Output

Recreational specialization and ecologically responsible behavior of Chinese birdwatchers in Hong Kong

This study investigated the influences of recreational specialization on the pro-environmental attitudes and ecologically responsible behaviour of Chinese birdwatchers. Questionnaire surveys were conducted in Hong Kong, and 387 completed questionnaires were collected. The results of structural equation modelling indicate a direct positive association between the birdwatchers' specialization and pro-environmental attitudes and an indirect positive association between their specialization and ecologically responsible behaviour. These findings suggest that understanding birdwatchers' specialization is essential for predicting birdwatchers' behaviour when visiting ecologically sensitive destinations. Birdwatcher specialization levels could be used to formulate visitor management strategies at birdwatching sites and to mitigate visitor impacts on avian species.

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Lewis Cheung is an Associate Professor in the Department of Social Sciences (EdUHK). Lewis specializes in ecotourism and environmental education. He has participated in a number of environmental education projects and ecotourism projects in Hong Kong and overseas. His research interests focus on sustainable tourism with particular emphasis on nature-based tourism in protected areas, environmental education, and environmental conservation.



The religious world in Chinese social studies textbooks

The Constitution of the People's Republic of China mandates a separation of religion and education: citizens enjoy freedom of religious belief, but the exercise of this freedom must not 'disrupt public order', 'impair the health of citizens' or 'interfere with the educational system of the state'. The purpose of this study is to explore the representation and interpretation of the religious world in Chinese social studies textbooks.

The research findings indicate that Chinese textbooks introduce students to a variety of religious traditions. Three discursive frames are used to categorise the information selected to represent religion and its interpretation in the discourse of Chinese curriculum texts. The study suggests that although the framing of religion in China's social studies curriculum reflects the state's secularisation agenda, it also leaves space for further exploration of the meaning of religion.

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